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ABSTRACT

This report provides an outline of the Urban Teacher Education Program (UTEP), describes curriculum development and delivery, and discusses the progress that has been made toward program goals. UTEP is a school district/university consortium for school-based professional preparation and development. Members of the consortium include: Indiana University Northwest, East Chicago Public Schools, East Chicago Federation of Teachers, Gary Community School Corporation, Gary Teachers Union, School City of Hammond, and the Hammond Teachers Federation. UTEP seeks to provide relevant urban education and experience for preservice teachers and to increase the professional development of teacher instructors--skilled master teachers--at the schools that serve as professional development centers (PDC). Field experiences for preservice teachers take place at either the elementary, middle, or high school professional development center. UTEP includes a graduate inservice teacher certification component--an alternative teacher certification program. The report details the evaluation plan and research design for the program and the appendices include protocols used in interviews with university faculty and PDC teacher instructors, as well as a survey instrument that collects information from faculty and teacher instructors on their instructional objectives and assessment methods. The appendices also include a list of 21 publication, papers, and presentations related to UTEP. (Contains 52 references.) (IAH)

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Northwest Indiana's Urban Teacher Education Program

The "U" in UTEP:

Development of the Urban Curriculum and Its Delivery

Second Year Report to the Indiana Department of Education

Teacher Training and Licensing Advisory Committee

May, 1992

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Indiana University Northwest

Northwest Indiana's
Urban Teacher Education Program
1992 TERMS AND ABBREVIATIONS

UTEP — The **Urban Teacher Education Program**. The **UTEP** program is a school-university partnership for professional teacher preparation and development. Collaborating institutions include the School City of East Chicago, East Chicago Federation of Teachers, Gary Community School Corporation, Gary Teachers' Union, the School City of Hammond, Hammond Teachers' Federation, and Indiana University Northwest. UTEP is Supported in part by the State of Indiana and a grant from Lilly Endowment Inc.

Option I — The **undergraduate** program of UTEP. Option I participants are referred to as ***pre teaching students***.

PDC — **Professional Development Center**. Local schools where UTEP's training activities take place.

TI — **Teacher Instructor**. Skilled master teachers specially trained to cooperate with university faculty in the delivery and supervision of teacher education at the PDC. TIs and IUN education faculty form the ***Instructional Team***.

Option II — The **experimental inservice certification** program wherein graduate students without education degrees obtain certification by teaching in urban classrooms on limited licenses while following a specializes sequence of courses. Option II students are referred to as ***interns***.

TA — The **Teacher Advisor**,or mentor teacher assigned to an Option II intern for daily contact and orientation regarding school and building policies, planning preparation and any other decisions a teacher must make. (Frequently are referred to simply as mentors).

IT — The **Instructional Team.** The planning unit of UTEP, which develops the curriculum and delivery of methods courses and seminars Undergraduate students spend two years in close contact with instructional teams at the PDC.

KAQ — The **Knowledge, Abilities and Qualities** expected of exemplary urban teachers. The codified curriculum of UTEP conists of several dozen KAQ criteria which are under continuous discussion and scrutiny to determine how they are implemented in coursework and assessed in student performance.

Phase I — The **planning** period for the UTEP collaborative, Fall 1988 to Spring 1990.

Phase II — The **developmental** period of the UTEP collaborative, March 1990 through 1993. During this phase, utep will be continuously evaluated in the historical and formative modes.

Phase III — The **implementation and demonstration** period of the UTEP from 1993 onward

Executive Summary

This Second Year Report describes the development of Northwest Indiana's Urban Teacher Education Program. It attempts to respond to several key questions.

What is the "U" (Urban) in UTEP? Because urban schools are more likely to contain students from a variety of socioeconomic, religious and ethnic backgrounds, the knowledge, abilities and qualities that an exemplary teacher brings to his or her interaction with children from urban environments constitute the urban specialization of UTEP.

(I.B.*) How has the program changed? UTEP began with intentions to cooperate and has become a viable cooperative. A comment from a professor sums it up, "Now we speak the same language." Superintendents, deans and union presidents ponder teacher preparation issues together. University professors and Teachers Instructors coordinate their planning. The real development of the interactive curriculum has begun.

(I.B.1.*) How has the field-based nature of the program changed? Students spend the same time in the classroom as regular IUN students. All IUN students spend more time in field experiences than students at most teacher education institutions. UTEP students, however, have a more intense experience, through coordinated coursework, seminars and community contact.

(I.B.2.*) How has cooperation developed over time? Cooperation has clearly increased. In this regard, the elementary PDC is more developed than the secondary, primarily because of more Instructional Teamwork time: 1) having elementary trainees at the PDC for a two-year cycle versus one year for secondary students; 2) three years versus two years as a PDC; and 3) more courses meeting at the elementary PDC.

(I.C.*) How has content changed? 1) Delivery of instruction has been modified more than subject matter to date. Subject content has changed, however, related to advances in the content-based pedagogy and the inclusion of multicultural components in the curriculum. 2) Through interaction among university professor and TIs, TIs have learned new techniques from the research literature, while university faculty further appreciate the subtle art of putting theory into practice.

(I.F.*) What is the match between theory and practice? As the joint faculties interact, discuss theory in the literature and practice in the classroom, they are discovering what works and how. The development of the UTEP curriculum criteria has been a joint effort among all participants. As the coordinated delivery of curriculum and its assessment is developed, a clearer picture of the relationship between theory and practice in UTEP will be documented.

(II.B.*) How well do joint faculty perform together? UTEP joint faculty, professors and TIs, generally work well together. As cooperation has increased, each group has learned more about the other. Professors have keyed the courses to teachers' needs. TIs have been empowered to articulate their ideas and practice in Instructional Teams. Instructional Teams have taken a problem solving approach, whether the "problem" is the course content, classroom pedagogy or team interaction itself.

(IV.A.*) How have the roles of teacher instructors and university professors changed as a result of joint collaboration? Through UTEP, several university faculty spend time in the classroom with K-12 students. TIs have provided seminars and portions of university courses. Both university and school faculties have indicated that this exchange has brought greater understanding of both problems and solutions in urban teacher preparation and urban schools.

* 1992 Questions from the UTEP Research and Evaluation Design (Appendix B).

A special thank you to all those who participated in the development and production of this report: members of the Core Staff who provided information, comments and criticism; the Division of Education professors who were interviewed and provided feedback; all TIs and Coordinators who participated in the focus groups and provided feedback; and all members of the Division of Education faculty who provided feedback, comments and criticism of the report. All of the participants are doubly applauded because their daily work provides the content and meaning of this report.

Northwest Indiana's Urban Teacher Education Program
The "U" in UTEP:
Development of Delivery and the Curriculum

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Northwest Indiana's Urban Teacher Education Program
The "U" in UTEP:
Development of Delivery and the Curriculum

After acceptance of the 1991 UTEP Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee, the committee requested that

> ...the second annual report focus on curricular content within the program that addresses its urban specialization.

The purpose of this report is to provide a review of UTEP since the First Year Report and to provide an in-depth description of curriculum development and delivery. Since the inception of the program, progress has been made in the development of the UTEP curriculum and its delivery to teacher education students. Details of that progress are presented in this report.

The Need for an Urban Curriculum

Although all school communities experience social problems, urban districts have a greater share of them. Many students come from families with lower levels of education and income. These children are particularly vulnerable if public education does not provide a path to knowledge, marketable skills and the better life which follows. Not content to blame the victim, progressive educators have proposed several solutions which underlie and inspire current efforts in educational improvement. Williams (1989) has emphasized neighborhood organizing. Comer (1980) has demonstrated that mental health and child development implemented by a collaborative team of medical and educational personnel can provide social health as the building block for productive schools. Hodgkinson (1991) has urged total reform which links economic and social change to education. Parents need jobs, housing and appropriate social services in order to provide a base for their child's education.

The gravity of social problems, however, does not preclude improvement of schools. Social problems cannot serve as an excuse for high drop out rates, poor test scores, and low standards for student achievement (Williams, 1989). Schools can make a difference (Brookover, 1981: Edmonds, 1979; Lucas, Henze, & Donato, 1990; Moses, Kamii, Swap & Howard, 1989). Based on best faith efforts, UTEP is beginning to make a difference in urban schools because:

- It provides relevant urban education and experience for preservice teachers.

- It increases the professional development of TIs at the schools that serve as Professional Development Centers (PDCs).

To institutionalize good teaching requires a collaborative effort. Through UTEP, Indiana has progressed toward meaningful and lasting change in teaching practice. Firm endorsement, close collaboration and extensive planning have been the characteristics of the Urban Teacher Education Program (UTEP) of Northwest Indiana. This collaboration has resulted in joint ownership and a commitment to make the neophyte teacher effective in urban settings.

Now that the program has been in place for three years at the elementary level and two years at the secondary, during interviews and focus groups most teachers and professors indicated that the site-based and Instructional Team UTEP model has many advantages over the university-based traditional method of teacher preparation. These advantages include stronger relationships among professors and teachers, greater depth of experience at the school site, extension of the curriculum to include urban issues and professional development among practicing teachers.

The current structure of UTEP is presented in Appendix A. The Policy Board is central to UTEP planning, and the Core Staff guides UTEP's everyday operation and arranges for collaboration involving planning and problem resolution. To develop the curriculum and its delivery, the Core Staff has continually collected information and distributed it for feedback and reaction among all members of the instructional teams.

Evaluation

During the formative stages of UTEP, all sources of information, whether surveys, interviews, focus groups or documents, are collected to provide feedback for program improvement. An updated research and evaluation plan is presented in Appendix B. As indicated on page 5 of the Research Design, entering student data, information from surveys and exiting student information are collected yearly. Numerical data, such as grade point averages and survey results, are collected consistently, but will not be reported until sufficient numbers have completed the program. Some of this information, such as GPA, can be obtained from institutional data. Other data are stored in the Division of Education. In spring, 1992, an ad hoc committee was formed in the Division of Education to identify the data needs for both UTEP and the Division of Education. Appropriate data, such as time in field experiences and PPST scores, will be placed in a computer generated data file for analysis. Because the number of students involved in the program is still small and UTEP is complex and continually changing, the evaluation has by necessity been mostly qualitative. The formative evaluation focuses on issues derived from surveys, observations and in-depth interviews.

The Research Director has the responsibility to ensure that a continuing dialogue is maintained so that all members are provided ongoing information and can have input into proposed program changes. Because UTEP is experimental and developing, adjustments are made to the program each semester. These adjustments have made the experience of each student cohort at each level, elementary and secondary, somewhat unique. Changes made during the past year will be described in the appropriate sections of this report.

Yearly data include several qualitative sources of information. In order to provide formative evaluation information for the "First Year Report," these interviews were done earlier than originally planned. For instance, graduates and principals were interviewed in winter 1991-92 rather than in the spring at the end of the school year. Now that the research design has been finalized, data and information will be collected on a more systematic basis. The yearly interviews of graduates and their principals will take place at the end of the graduate's first year of teaching.

As indicated on page 6 of the Research Design, the evaluation in this report focuses on the development of the curriculum, In 1992-93, the focus will be on the growth of professional development at the PDCs. The following year, 1993-94, the focus will again be on the curriculum, with emphasis on the replication and assessment of UTEP.

University Faculty Curriculum Interviews and TI Focus Groups

Nine professors directly involved in teaching UTEP students were interviewed. Interviews lasted about 60 to 90 minutes depending on individual faculty members. (Interview protocols are included in Appendix C.) University faculty were interviewed individually since each teaches in a particular content area. The PDC Coordinators and TIs at each of the PDCs participated in focus groups. Focus groups were chosen because TIs at the elementary level teach across all content areas and share a common experience with professors. The middle school and high school TIs chose to participate as two school-wide groups rather than in small groups based on content area. Focus groups provided TIs and the Coordinators the opportunity to reflect upon and discuss issues they share. As of April, 1992, the eight elementary TIs and Coordinator have participated in three one-hour focus groups spread out over a period of two months. The Coordinator and TIs (seven TIs at each school to date) at both the middle school and high school have each participated in a one-hour focus group. Because the secondary schools have had less experience as PDCs than the elementary, have students only for the senior year and have had fewer students to date then the elementary, secondary TIs wanted more time with students before they completed the focus groups. Additional focus groups are planned at the secondary level, especially with those TIs who have supervised and coached student teachers.

The questions in the research design discussed in this Second Year Report include (numbers refer to the questions in Appendix B):

I.B. How has the program changed?

I.B.1. How has the field-based nature of the program changed?

I.B.2. How has cooperation developed over time?

I.C. How has content changed?

I.F. What is the match between theory and practice?

II.B. How well do joint faculty perform together?

IV.A. How have the roles of teacher instructors and university professors changed as a result of joint collaboration?

These questions were answered generally in the Executive Summary preceding this report. Because of the complex nature of UTEP, detailed results are spread throughout the report.

Action Research

Action research is imbedded within the mission and evaluation of UTEP and provides the opportunity for elementary, middle, secondary and university faculty to work as co-researchers in the production of knowledge. Action research is a means to solve problems. Solutions can then be applied in the classroom and school. Through action research new skills and new approaches are developed. Training sessions have begun with Eggers and Horace Mann TIs to develop research skills. Two workshops (two different professors) have been provided to the eight secondary TIs who wish to begin action research and are now developing projects. Action research will provide vital information about urban schools and is a promising means to bring higher levels of reflection among participating teachers (Mohr & MacLean, 1987).

Option I: Pre-service Preparation for Undergraduates

To enter the Option I undergraduate component, a student must: 1) be accepted by the IUN Division of Education, 2) be in good academic standing and 3) be four semesters from graduation for elementary students and two semesters from graduation for secondary students. Since fall 1991, students are required to participate in an hour-long interview to determine their aptitude for teaching and their commitment to a teaching career in urban schools (Haberman, 1991a). Due to the growing awareness of the effectiveness of PDCs, more students without urban experience are showing interest in the program. The Division of Education requirements ensure that students enter the program with appropriate academic skills. The pre-entrance interview provides further evidence of prospective student's dedication to urban teaching. UTEP uses the interview as part of an overall entrance assessment. UTEP takes a developmental approach to teacher education. The interview is part of a larger process for including appropriate urban understanding and experience in the

selection and development of candidates. A writing sample that tests: a) grammar and punctuation, b) organization, c) ability to develop an argument, and d) understanding of urban students, was developed in the fall of 1991. The writing sample will be piloted among entering 1992 students. The sample will identify any writing areas in which students need work. Staff will then determine if the writing sample was helpful and should become part of the admittance process for 1993.

Enrollment

As of spring 1992, UTEP had 23 Option I students enrolled (16 elementary juniors and seniors and 7 secondary seniors). Option I students are predominantly women. Only two secondary students (including one graduate) are men. Most UTEP students are nontraditional in age. About half of Option I students are African-American or Latino. Option I has ten elementary and two secondary graduates as of May, 1991. Students and graduates are presented by year, sex and ethnicity in Table 1. (In 1992-93, approximately 15 Option I students will be admitted.)

Curriculum Delivery

Field Experience. Field experiences have been an important component of teacher education at IUN and are even more developed in UTEP. Nationally, teacher education students often spend little time in K-12 classrooms, and time in the classroom without reference to the quality of experience is not conclusively related to better teaching (Hawley, 1990; Malone, 1985). Better coordination of additional time in classroom settings, however, can make a difference in preservice teacher preparation, especially when university faculty are deeply involved in linking university theory with classroom practice (Hawley, 1990). UTEP's Instructional Teams are linking theory and practice: methods professors unite with classroom teachers to create an integrated experience for teaching students. Through field experiences, students learn to put theory into practice. TIs have indicated:

- *Once the UTEP students have the theory, they still have to have the time for practice--That's a key component of UTEP. They'll be able to start almost immediately when they have a class.*

- *Because we needed to develop field experiences for UTEP students, we began to look at what we were doing very closely and really stretch for ways to improve it. We wanted to make sure that we held to our ideal of good teaching when the teaching students came in.*

State guidelines for student teaching specify that all supervising teachers must have at least five year's experience and a masters degree. Virtually all supervising teachers are concerned about the progress of education students, and they generally provide both verbal and written feedback to teaching students. The IUN supervisors provide concern and guidance for both regular and UTEP teaching students. Professors generally believe that the

Table I

Option I Graduates and Students by Year, Level, Sex and Ethnicity

	African-American		Latino		White		Total
	Female	Male	Female	Male	Female	Male	
Graduates							
Elementary	3	0	5	0	2	0	10
Secondary	1	1	0	0	0	0	2
Total:	4	1	5	0	2	0	12
1991 Students							
Elementary	0	0	0	0	1	0	1
Total:	0	0	0	0	1	0	1
1992 Students							
Elementary	3	0	1	0	1	0	5
Secondary*	0	0	0	0	6	1	7
Total:	3	0	1	0	7	1	12
1993 Students							
Elementary	2	0	6	0	4	0	12
Total:	2	0	6	0	4	0	12
GRAND TOTAL:	**9**	**1**	**12**	**0**	**14**	**1**	**37**

difference between TIs in UTEP and other supervising teachers is due to the increased interaction time between faculty and teachers.

- *Even when we used the same* [non-UTEP] *schools, we had different teachers. The question often was: "What am I supposed to do with these students?" I couldn't get past that point. We have a model now in UTEP. We have the ongoing commitment from the TIs. It takes some time to build that.*

- *Students in the regular program might give a* [content] *lesson unrelated to anything that was happening. It might have been good. In UTEP, we* [professors] *and the students work with the teachers. They know where the instruction is going. Teaching students worked with the TIs to develop lessons that fit into IUN coursework and the work in the classroom.*

Professors continue to be responsible for the student's methods course grade, but TIs provide input for a separate field experience grade. This emphasis on linking theory and practice in the classroom continues through the student teaching practicum.

Elementary PDC. In 1991-92, the Lincoln Elementary PDC continued working with education students in a revised and expanded capacity. In spring, 1992, the Lincoln Elementary site had eight TIs and five associate TIs. Associate TIs have worked with field experience students, but have not served on Instructional Teams nor have they guided student teachers in their classrooms. If the number of elementary education students increase, some associate TIs may guide student teachers.

All elementary TIs have served on the language arts and reading teams, while four each, depending on their perceived strengths, also have served on the social studies, math and science teams. During the focus groups, many TIs indicated that through UTEP and their work on Instructional Teams, they feel more empowered than they had in the past:

- *I feel good about our meetings, because how many times have we attended meetings, building committee meetings or supervisor meetings, and we left thinking, "What was that all about? Why do we take up time to do that?" And I don't think you walk away with that sort of feeling when we leave these meetings. There is always an accomplishment.*

- *The strongest curriculum development goes on in the Instructional Teams. We've accomplished an awful lot in our few meetings.*

- *I think the teachers have become firmer in their purpose. At the beginning, I think everybody was a little intimidated, but as we've gone through the experiences, we've been able to look at the structures and say, "That was really good--that was a good thing," or "That was stupid." We've forced some more structure or change and have not been intimidated when the*

professors say "Oh well, now, you have too much to do. We'll do this or we'll do this. No, that didn't work, we need to do this." and have started standing up a little more. The fact that we are classroom practitioners doesn't mean that we don't have a fairly clear idea on what makes a good teacher. It's taken time to develop that confidence.

- *A professor is "UTEPish" if he or she really believes in the collaborative. It's more than just coming to a summer retreat and passing paper back and forth and expecting the coordinator to print it up. It's, "I need to know what you're thinking and what is going on in your classroom," and "I will make some adaptation in my syllabus to fit what really is happening in the classroom."*

Because of the additional year and the larger number of teams upon which they serve, elementary TIs were more likely to believe this than secondary.

A professor reported:

- *I think we now have a very open relationship. TIs don't hesitate to tell me when they think an idea won't work or they'll say, "Why don't we do it this way." I appreciate that.*

University faculty continue to hold methods courses at the school while elementary students have field experiences in elementary classrooms. In 1991-92 elementary TIs have often presented in or guided methods classroom activities.

In order to fill the gap between what urban teachers need to know and the curriculum of methods courses, the PDC Coordinator and the TIs created a series of two-hour seminars. By spring, 1992, most of these seminars were incorporated into the methods courses, but were taught by TIs within the course structure. Courses also have been arranged so that remaining seminars can be provided between classes (often with a bag lunch). The list of seminars at the elementary level, with an indication of whether it is now included in a methods course or is taught separately, is in Appendix D.

Both professors and TIs have concerns about the size of enrollment. In fall, 1992, approximately 12 seniors will be enrolled. A major decision confronting UTEP is the need to balance the quality of the student experience with the cost of individual attention. Most professors and TIs believe that quality is more important than quantity; for example:

- *We make a big distinction between accountability and responsibility. It's not just knocking off the requirements, "...that's done, that's done, that's done," but rather, "This is done well."*

- *Because of the smaller numbers in UTEP, we can work more closely with students. The feedback is much more immediate, and I'm in a much better position to evaluate the student.*

- *Often, undergraduate students complain about the workload. TIs have said, "No. this is not too much. This is what we do." I don't get as much complaining from UTEP students now.*

During student teaching, state guidelines call for a one to one ratio between a TI and student. PDCs also have limits on the number of field experience students who can be served. In spring, 1992, the elementary PDC Coordinator reported that TIs worked on determining, through discussion and trial, the number of education students they could work with in a single semester. TIs believed their classroom could handle four field experience students per semester or one student teacher and two field experience students. In 1991-92, Lincoln PDC had 18 junior and senior elementary students. A TI who had student teachers two semesters in a row indicated that this adversely impacted her K-12 students more than expected. (Similarly, at the middle school level, a TI reported that she believed having student teachers for two spring semesters in a row was too great a strain on her and her students since at Eggers many teachers have the same K-12 students for both 7th and 8th grade.) The elementary Coordinator and TIs believe that the PDC will reach its limit on student teachers in fall, 1992. The elementary Coordinator indicated, "We are making it with 13 teachers, but should have 15." She believed that to maintain high quality among preservice students, TIs and students needed time for reflection and planning. Too many preservice students at a PDC meant less time for the quality of reflection and planning needed to develop optimally urban teachers. Several ideas have been considered to extend the number of elementary students who might be served. For example, the elementary PDC also could add additional TIs. The PDC could also be expanded by the addition of another school.

Over the course of the first three years, a number of logistical changes were made. Several different schedules were tried, because TIs found that four methods courses in the semester prior to student teaching was overwhelming for TIs and students. In spring, 1992, Division of Education faculty revised the schedule for all elementary methods courses (both UTEP and regular) in a format that calls for two methods courses per semester. Thus UTEP has had an effect upon the general program.

Secondary PDCs. The secondary sites, Hammond Eggers Middle School and Gary Horace Mann High School were in their second year of the program in 1991-92. There are nine TIs at Horace Mann and eight TIs at Eggers. Horace Mann has eight adjunct teachers and Eggers has thirteen adjunct teachers. In contrast to the associate TIs at the elementary level (who may guide student teachers in the 1992-93 school year), the secondary associate teachers have guided the field experience of secondary students (often non-UTEP) from the required educational psychology course. The field experience is used to fulfill an urban diversity requirement for all students and as a recruitment tool for UTEP. Once preservice

teachers have experience in urban classrooms, they revise their belief that urban students behave poorly and are not interested in learning. They then may express an interest in teaching in an urban school.

Because UTEP has two secondary schools, more secondary students can be served; however, fewer secondary students than elementary students are enrolled in the Division of Education. As previously presented in Table 1, seven students were in the secondary UTEP program in 1991-92. These students spent only their senior year at the PDC as compared to two years at the elementary PDC. Many secondary students have experiences at both the middle school and high school sites. Secondary students take methods courses only in their major content area (as compared to the four content area taken by elementary students). Because the number of UTEP students enrolled in particular secondary methods are few, only secondary language arts and secondary mathematics (including UTEP and non-UTEP students) have met at secondary PDCs for an entire semester. Social studies and science methods have met mostly at the university (with UTEP and non-UTEP students together in the class). Instructional Teams at the secondary level are based on subject areas (Mathematics, English, Science and Social Science). The secondary Instructional Teams have been working together for two years rather than the three years that elementary teams have been together. All of these factors have slowed the development of UTEP at the secondary level. In spring, 1992, Core Staff is discussing ways to provide secondary students with field experiences in their junior year and to increase the time that university faculty and TIs work together.

Seminars also were developed at the middle school and high school level and are listed in Appendix C. These seminars are maintained as distinct additions to the secondary curriculum. Some seminars, such as Social Services and Teacher Preparation are provided at both the elementary and secondary level. Other seminars distinctly created for secondary education students include topics such as Subject Area Resources and Higher Order Thinking Skills.

The Instructional Teams. Although UTEP's approach requires cooperation among professors and TIs, elementary TIs indicated that the degree of cooperation varies depending on the personality and values of those involved. During the elementary TI focus group, TIs and the Coordinator indicated that the more effective Instructional Teams had cooperative faculty and assertive TIs, whereas, less effective instructional teams had more controlling faculty and less assertive TIs. TIs on the less effective Instructional Teams reported that they have begun to discuss this issue with university faculty and believe they together can strengthen their Instructional Teams. TIs have concerns about how much input they have into course syllabi and how the delivery of course content will be shared. They indicated that they believe that their task is to provide individual guidance to teaching students, but they are sometimes uncertain how their input fits into a professor's course syllabus. In general, however, professors and TIs on Instructional Teams indicated that they learned from one another and that they believe integration of theory and practice has increased. Comments from TIs included:

- *Everyone's on the* [a content] *team, but some people are on* [b content], *and then some are on* [c content]. *Team members have different working styles. There are assertive TIs on the* [b content] *team, and you don't move them. There are very nice cooperative TIs on the* [c content] *and they can be moved.*

- *If they had been in any other kind of program, this structure* [Instructional Teams as a means to interact] *wouldn't be there, and we're providing this structure as a result of needs that we're identifying as a group because the professor is also, coming up with these needs. These assignments are tied directly to teaching skills that students are going to need.*

Comments from professors included:

- *I'm making changes in my syllabus based upon feedback from TIs and students.*

- *The first year I would ask TIs for input. I would listen, but I wouldn't take it on face value. Now, I take it seriously, especially from the most committed TIs.*

During Instructional Team meetings in spring, 1991, major steps were taken to include the TIs suggestions into the professor's syllabi. For example, weekly field experiences now directly correlate with the content presented in the professors courses. TIs also have been given the sole authority for the evaluation of students in the field experience of content specific courses. Some professors also share with TIs the responsibility for student's content grades.

Based on the faculty interviews, university professors believe they have immersed themselves into the program and have welcomed the TIs' judgment in developing course content and assigning student grades in field experiences.

- *I learn constantly from TIs. I go out there deliberately trying to pick their brains and to watch how they do things. I think they probably do a better job of working with the students than I do. I'm convinced they do. They've got a better setting than I've got. I can't compete with that, so I don't try to. But what I try to do is to see how they use that to their advantage.*

- *Because of the Instructional Team concept, I am one of five instructors for the UTEP course. The four others, the four TI's, are on the syllabus and if we were to vote on a grade, I would have twenty percent. Whereas my name is the only name listed on the non-UTEP people. I'll talk to the non-UTEP teachers to ask how a person did, but I won't necessarily hold to what they say. The teachers at the junior and high school have not been in touch with*

each other, but the TI's have, and so there's more continuity in the UTEP program.

- *I've learned to focus on really useable lesson plans, to stay in contact and to involve them in every aspect of the methods. That way, we jointly evaluate the performance of the teaching students. We've got to work on communication, compare notes and cross reference in order to make appropriate decisions.*

Communication has increased greatly. As one faculty member said, "Three years ago we did not speak the same language. Now we're beginning to understand one another." UTEP members believe that the continued interaction between faculty and TIs will continue to create increased understanding and clarification.

Other changes have taken place that are the result of UTEP and the Instructional Teams. TIs and professors said:

- *There was very little change the first year other than that the students had a little bit more time in classes. The second year, the TIs were starting to get a feel for the content of the courses. The third year, we reviewed the content of the courses and developed the syllabi together.*

- *I see a big improvement between this year's student teachers and last year's. And I don't think it's a difference in ability, I think it's a difference in closure. My student teacher is still getting the benefit of the changes in methodology since last year.*

- *When I was developing the seminar on unit planning, I said to my student teacher, "I'm going to do a seminar on this, because we all agreed that this was a problem." She said, "Oh boy, that would be great because I am having trouble with that." After going through the seminar, I said, "Now do you think this will be helpful?" And she said, "Could you give them a sample lesson plan too?" And I said, "Oh yes, I can make that up." She gave me that input.*

- *We have the opportunity to do reflection and that has helped. We always say that UTEP doesn't give you enough time for reflection. And it doesn't, but still we've had more time than we've ever had before. I've been able to build a working relationship with people that I knew and spoke to but not worked with on projects, and I think I've picked up many things from that.*

- *In math, we've even changed the whole idea of what a unit plan is. It was so broad before that it proved to be basically useless to the student afterward. We're breaking it down into a much narrower point of view. Then they can*

extend it in to longer periods if they need. I think all of those changes have been very positive. If we can back up exactly what we've done and the reasons we've done it, it will remain in the delivery or curriculum.

- *The more I know about what the teachers can provide and what they are really doing in their classrooms, the better I can tailor the curriculum to what's really going on.*

- *I've become less formal. I have not lowered standards to do so. I'm doing more down to earth things.*

- *We modified the field experience assignments to get immediate feedback from the TIs. TIs accepted a great deal of the responsibility for seeing to it that students performed as we discussed.*

Reflection: Cognitive Coaching and Journals. TIs and Coordinators have been trained in Cognitive Coaching and use it with UTEP students. In Cognitive Coaching an observer analyzes a teaching situation and provides non-judgmental feedback to a peer. This feedback is meant to encourages participants to self-reflect. An effort has been made to provide reflection time between TIs and education students prior to and after field activities. For example:

- *Cognitive Coaching is probing, somebody asking questions, saying, "You have the answers within you. You're going to do the lesson." And so it has affected my teaching in that way--just yesterday, I was probing during a math lesson, using the discovery method, trying to get the students to see some patterns. A couple of the teaching students said, "Wouldn't it be so much easier if you just told them, look, five times five is just this number, and just count by five." Yes, it would have been easier, I would have economized on time. It would have been the most expedient thing to do, but that was not my objective. My objective was for students to discovery something.*

- *In each case the person did come up with a self-evaluation of the lesson that was on target. I've seen my student teacher give a science lesson that was moderately disastrous. I found that she was far harder on herself than I would have been. My responsibility was to lead her to analyze the things that went right too. Her lesson was not a total disaster. She had some serious problems, but I find myself becoming more and more comfortable with that reflective approach because I don't have to label somebody's action good or bad.*

- *My student teacher thought it was funny at first because she wanted to hear those words, "Good". I would stay away from those. I was real careful. I wanted her to know what her mistakes were and what she did do a good job*

in. Finally she got used to it. She said it was very helpful and she even commented on, "You ask such good questions?" or "You really have the knack for asking questions." and I thought, "Oh, I am doing something right."

Most TIs have indicated enthusiasm about the process but believe that students need even more time to reflect. During focus groups in spring 1992, TIs and Coordinators at all three levels indicated that they sometimes did not strictly apply the non-judgmental aspect of the Cognitive Coaching model when reflecting and providing feedback to education students. Because the Cognitive Coaching model was developed for peer coaching, TIs and Coordinators believed that some modifications may be necessary to make Cognitive Coaching more appropriate for preservice teachers. During the focus groups, TIs indicated that preservice teachers often need more direction and support than is provided in the Cognitive Coaching model.

Some preservice students indicated that they initially were confused by Cognitive Coaching. They didn't understand why the TIs did not provide direct feedback on their performance. TIs and students now agree that an orientation on Cognitive Coaching and an introduction to the PDCs would be helpful.

During summer 1992, UTEP will begin to explore these issues. A retreat for all TIs and faculty is planned for August, 1992. Consensus will be reached as to what constitutes Cognitive Coaching at the preservice level. Suggestions from TIs to date include: 1) brief training in Cognitive Coaching for preservice teachers so they will understand the process, and 2) agreement among TIs about when and how much of the process should include direct feedback about problems and support for good teaching. Many TIs have expressed a desire to fine tune their Cognitive Coaching skills. The additional training also could provide a check on the reliability of Cognitive Coaching across TIs. To determine reliability, TIs will make judgments about videotaped Cognitive Coaching sessions until consensus is reached. This agreement on Cognitive Coaching will provide a first step in the documentation of the assessment of preservice teachers in UTEP.

UTEP believes that through reflection in journals and Cognitive Coaching preservice teachers will begin the lifelong process of classroom reflection. They learn to self-monitor their performance for effectiveness and actively seek feedback from others.

Cognitive Coaching and reflection have led to changes in the program. For example, TIs have said:

- *An experience with a student teacher last semester, using the Cognitive Coaching led me to believe that we needed to do something on unit planning in reading. We just gave that seminar yesterday. That was as result of reflective sessions with the student teacher who was having a great deal of trouble planning the reading lesson for a variety of reasons. So I think we really altered some language arts instruction.*

- *We are very much aware of the discrepancies between current theory at a university level, perhaps, and what's practiced in a school corporation by directives. We work toward applying those background experiences so that now when we reflect with the students--yes, they do have that knowledge within them.*

Professors have said:

- *Last year I would lead reflections on how the day went. Now students take turns leading the discussion. For instance, this past week the convener gave them an assignment. She had them collect information about* [content information] *and share that with the rest of the class.*

Program change also occurs because students have shared their reflections with professor, TIs or in surveys: For example:

- *I've listened to what TIs and students are saying. Assignments have been modified to meet the kinds of experiences that students are having in the field.*

By spring 1992, UTEP students were required to keep a reflection journal in almost all UTEP courses. UTEP is moving toward a reflection journal that students would keep throughout their preservice teaching experience. For example, at one PDC, student teachers kept journals which were given to the Coordinator each week. The Coordinator commented on the entries and made suggestions on areas of focus for the next week. This allowed for commentary and support for the writer as she or he reflected. The other two PDCs also require students to keep journals. Some professors now require that all Division of Education students keep journals in certain courses.

Professional Development. Although UTEP focuses mainly on pre-teaching education, the continual professional development among teachers at the PDCs is an important part of UTEP. Professional development occurs formally through workshop and conference participation. For example, TIs have participated in many professional development activities including cooperative learning, computer and learning styles workshops and a six day Cognitive Coaching workshop. Many TIs have attended a variety of conferences of interest to one or more TIs, brought back information and presented to other TIs and teachers at their school or district. All three Coordinators and several TIs have presented at national and regional conferences (Attinasi & Whelan, 1991; Cavazos, 1992; Hayne & Vasquez, 1990; Rosario & Ison, 1991; Schoon & Whelan, 1992; Woerner, Lukowski, Nolan, Sandoval, 1992). TIs also have developed professionally through their daily experience as a key participant in a PDC. TIs have learned new skills and additional information through their interaction with professors, through their increased peer interaction and as they have given seminars and presentations in university courses.

In surveys and during focus groups, a majority of TIs reported that they believed their involvement in UTEP has enhanced their instructional delivery to K-12 students and has increased the sharing of ideas with their teaching peers. Several elementary TIs reported that interaction with teaching students provided a mirror for their own teaching. The coaching of teaching students encouraged TIs to monitor the events in their classrooms for more effective practice. Some elementary TIs indicated that having the UTEP program at their PDC often provided more attention to the needs of K-12 students. For instance, they believed that having one or more competent field experience teaching students provided teachers additional hands and eyes in the classroom.

- *Having UTEP students has given me a little time to individualize, to take one child and give him a tutorial or talk to them. That's been beneficial.*

- *The children are working in smaller groups, working cooperatively with other people besides just myself. And they're bringing new ideas into the classroom and trying them out.*

In spite of these positive outcomes, TIs and Coordinators at all levels expressed concern that their involvement in UTEP not interfere with the needs of K-12 students. They fear that their K-12 students might be shortchanged due to a poor substitute teacher while they are on UTEP business. The TIs take the responsibility for their K-12 students very seriously and continuously monitor the impact of UTEP on their K-12 students.

- *Our first responsibility is still to the students in our district. It is not to UTEP. Our director and other people have made that clear to us.*

A professor reported:

- *The TI acted as a safety net. She would step in and rescue our student (our student knew she needed rescue). The TI would do it in such a way that the classroom students were unaware. TIs knew they had a responsibility not to allow their children to be injured. After, the TI would sit down with the teaching student and ask, "What happened here? How would you do this differently?*

Transition to New PDCs.

The proposal for the developmental phase of the collaborative called for a transition to new PDCs at the end of three years. As originally planned in the proposal, 1992-93 would be the last year for the three PDCs, East Chicago Lincoln Elementary, Hammond Eggers Middle School, and Gary Horace Mann High School. New PDCs are to be identified and the existing PDCs would act as adjunct sites. In spring 1992, based on the recommendation of the staff, the Policy Board voted to extend the PDCs as sites for an additional year. This additional year will allow for full implementation to take place and

will provide more time for UTEP members to consider how the transition will take place. Core Staff is considering possible alternatives. These include requesting the development of a second elementary school while maintaining the current elementary school to almost full capacity. New PDCs will be identified, but be prepared through a close relationship that includes intense professional development with the current PDCs.

Implementing Community Service.

Early in the planning process, consensus groups discussed the importance of engaging preservice teachers in community experiences. Although many current UTEP students have been raised in urban areas or have extensive experience in urban areas, other students have not. Members of the Core Staff and TIs do not wish to exclude students who may not have such experiences, but believe that urban community experience is crucial in understanding children who live in urban environments. TIs believe that beginning teachers need to be aware of the child's life away from the classroom. Although urban experience may provide evidence of the social needs of urban children, it also can provide evidence of strengths. For example, Heath (1991) has studied the experiences of urban children in community organizations and found that they often have educational experiences that include higher levels of thinking and planning and provide more transfer of skills. Some staff and TIs also believe that even students who have lived in urban areas should participate in additional experiences so that they might reflect and understand the experience of the many diverse groups in urban communities. The UTEP Parent Advisory Board has identified community agencies and has agreed that its members will act as partners to engage students in community life. The details of this implementation are currently being investigated.

Option II: Graduate Inservice Teacher Certification

Nationally, a great deal of concern has been expressed about the need for teachers in math and science. Because few people with math and science skills have become teachers, new programs have been developed to attract mathematicians and scientists to change careers and enter teaching. Unfortunately, a commonly held belief is that *anybody can teach*. This is in error. While it is true that, *you can't teach what you don't know*, it is not automatically true that anybody can teach just because he or she does know something. Knowledge of content and skill in pedagogy are both imperative to teacher success (Shulman, 1987). At the secondary level, the content specialty can give an edge to persons who are positively oriented to the teacher profession.

Programs to license persons with bachelors degrees in math and science have been initiated in New Jersey, Texas, Chicago, Northwest Indiana and elsewhere. These alternative routes to certification acknowledge that potential K-12 teachers need pedagogical skills beyond their content knowledge to be effective. Providing effective programs to provide such educational preparation is a challenge. For instance, the New Jersey program has been criticized for two reasons: 1) Interns took teacher preparation coursework, but school districts were unable to provide the mentoring necessary to provide effective classroom

performance, and 2) The content based pedagogy was the same for all grade levels (Smith, 1991). These findings support fears that alternative certification programs might weaken or neglect the pedagogical component of teacher preparation. This is not the case in UTEP.

IUN professors suggested:

- *An Option II intern brings a richness of experiences that apply to a teaching situation. I didn't recognize that until I had the interns in a class. Because of the numbers, I was able to get interaction and to get more involvement. We were learning, and discovering and exploring together as opposed to me spewing forth information and having it missed or gobbled up or studied for the sake of a test.*

- *We spend far more time talking about problems in intern's classroom in Option II than I've ever done in another course. Interns bring up real problems; for example: how to handle a problem with discipline, or when to include labs in a class.*

To enter UTEP Option II, interns must have a bachelor's degree with a 2.5 GPA and a minimum of 24 credits in the subject they will teach. In addition, the school districts have suggested that interns have one year's prior experience in the school district. In 1992-93, UTEP has recommended that district endorsement be further ensured by requiring interns to be recommended by their principal. All potential interns participate in the UTEP-Haberman interview (also required of Option I students and described above) to determine their aptitude for teaching and their commitment to urban schools.

Enrollment

Men and women have been equally represented among Option II interns. In spring 1992, UTEP had 7 Option II interns enrolled. Four interns have successfully completed Option II and have become licensed teachers. Due to the entrance requirements including the B.A. and life experience, all Option II interns are nontraditional in age. About 90% of Option II interns are African-American. Certified teachers and interns are presented by year, sex, and ethnicity in Table 2.

Instructional Delivery and Curriculum

Once interns enter Option II, their university courses are structured so that interns are expected to master higher levels of reflective practice than would be expected at the undergraduate level. Interns are required to take 24 hours of specified education credits including urban teaching methods, educational psychology, content methods, and social issues. All certification credits may be applied toward a masters degree in education. The Option II coordinator (a visiting professor with 22 years of classroom experience), other professors and assigned mentors in the intern's school reflect with the intern regularly and

Table 2

Option II Interns and Certified Teachers by Year, Sex and Ethnicity

	African-American		Latino		White		Total
	Female	Male	Female	Male	Female	Male	
1990 Interns							
Certified	3	1	0	0	0	0	4
Total:	3	1	0	0	0	0	4
Continuing	2	0	0	0	0	0	2
Total:	2	0	0	0	0	0	2
1991 Interns	0	4	0	0	1	0	5
Total:	0	4	0	0	1	0	5
GRAND TOTALS:	**5**	**5**	**0**	**0**	**1**	**0**	**11**

provide feedback. Mentors ideally teach in the same content area in the same school. They have a minimum of five years teaching experience, are recommended by their district and most have participated in the state program to train mentors for first year teachers. During the first year of the program, interns formally met with their mentors for one hour per week. (In 1991-92, the formal time has been increased to one full day per month.) Informally, they met daily. The Option II Coordinator reported that mentors, in discussion with the intern, determined how the formal time would be spent: a) intern observing mentor; b) mentor observing intern and providing feedback; or c) intern observing another teacher. Through their mentors, interns also learned to self-monitor and seek feedback. The Option II Coordinator also observed each intern's classroom once a month and engaged interns in a weekly seminar. During the seminar, interns reflected on their experiences during the week, sought and shared teaching methods under the guidance of the Coordinator and participated in special programs with speakers or activities such as cooperative learning or textbook selection.

Although Option II mentors have received general training in mentoring first year teachers, they have not had the intense professional development that Option I Teacher Instructors have experienced in the PDCs.

A professor who has worked with mentors said:

- *On the one hand, TIs and professors are now collaborating with each other. Both sides were brought into the process. On the other hand, what mentors think is important to their role--what the university believes is important to this role, needs to be articulated. We need to include mentors, and we need come to consensus on their role and their input in the same way we've come to consensus with TIs.*

To enhance the mentor's professional development, an all-day workshop in cooperative learning was held with successful reviews in spring, 1992. UTEP also has begun to engage mentors more actively in the development of the curriculum.

Option II Program Innovation

Due to the formative evaluation of Option II in 1992, several changes were made. Because Option II interns are full-time teachers with urgent responsibilities to serve middle and high school students and are also graduate students enrolled in a licensing program (and possibly a masters program), overload was a serious concern. In contrast to the concerns of Core Staff, some Option II interns indicated that their work was heavy but not problematic--that their load as teachers and students was no more difficult than that of a teacher who had committee, union or community responsibilities. The PDC coordinators, however, and other members of the Core Staff, are concerned about over-extension of intern's time. They suggested that there is a big difference between a beginning teacher and an experienced teacher with outside activities. Due to this discussion, interns must now

complete required arts and science courses before entrance into Option II coursework and may not take extra courses without special permission.

Other changes are forthcoming or under consideration. The Superintendent of the Gary School District wishes to eliminate or reduce the number of teachers on limited licenses. At the same time, teacher demographics suggest that large numbers of teachers will retire in the next five years. Currently, UTEP is investigating means to increase the numbers of persons with bachelors degrees who may be certified successfully to meet anticipated needs for new teachers. UTEP is aware that many people who might be interested in becoming teachers would find it difficult to take time out from earning a living to engage in coursework and traditional student teaching. Having a job in a school district provides income for the intern and provides a teacher where no other teacher could be found. Having noncertified people teach, however, is not an ideal solution. School districts and teachers' unions are concerned rightly about the needs of students and have expressed reservations about placing unprepared persons as the sole teacher responsible for students. For these reasons, UTEP is investigating other ways to prepare degreed persons as teachers.

Currently, efforts are underway to provide waivers so that interns in Option II could teach less in order to devote more time to observation, feedback and training. UTEP could then expand one limited license position to train two urban educators in secondary math and science. UTEP proposes to include others who might be appropriate for Option II certification such as long-term substitute teachers with bachelor's degrees and resident graduate students. (See Appendix E Option II Redesign.)

UTEP Philosophy and the Urban Curriculum

During spring and summer, 1991 and through the 1991-92 school year, Core Staff discussed the underlying issues relevant to the curriculum. IUN faculty on the Core Staff provided information on current theory, research and multiculturalism on contemporary schools, (Banks, 1991, Haberman, 1991b; Holt, 1991; Sagor, 1992; Seabrook, 1991; Sleeter, 1991; Tatum, 1992; Weiler, 1991; Wright, 1991), while Coordinators provided knowledge of the classroom. From these discussions, a set of postulates were created and included in last year's report. These postulates were since reviewed and revised by Core Staff, university faculty and TIs. The revised version is presented in Appendix F. Although the postulates are based on the work of many educational theorists, they represent the underlying beliefs and attitudes necessary to the development of sound pedagogy and teaching practice in urban schools and constitute the philosophy underlying the UTEP approach. The postulates form a hub of pedagogy that surmounts the two main obstacles that children from poor families face: 1) the myth that a child cannot learn due to supposed inherited intellectual inferiority and 2) the belief that social problems in the child's life are so overwhelming that the child cannot learn (Gould, 1981). In one form or another, these two notions are prevalent in our society and are held by too many professionals in urban districts (Howard, 1992). Both erroneous beliefs lead to an educationally impoverished environment and both beliefs are unacceptable among teachers in urban schools. Because UTEP staff

members have reached consensus on the postulates, university faculty, TIs, and administrators have begun to reflect on attitudes and behaviors. In turn, education students, thorough coursework and guidance in the classroom will benefit from the enhanced awareness of those who guide them.

UTEP believes, with Shulman (1987), that a teacher's pedagogical skill is most important, especially in classrooms with urban children. UTEP has made pedagogy paramount, because a teacher's intent to provide a multicultural environment could easily go astray unless he or she has appropriate pedagogical skills. A shallow focus on heroes, fiestas and foods can reinforce stereotypes or leave gaps in K-12 student's knowledge which puts them at risk when competing for scholarships, college entrance or jobs. It also does not eliminate myths that prevent children from learning. The key to the UTEP curriculum is the belief in the human potential among children and adults. Learning is value-added, not absolute. UTEP pedagogy builds on the belief that all people can learn. In the UTEP dynamic model, (Figure 1, discussed below) the cycles of development include everyone: administrators, faculty, teachers and students.

The urban content of UTEP is based on the belief that good teaching is good teaching everywhere, but teachers in urban school must have the proper balance between understanding the constraints under which many urban children live while assuring that awareness of each child's situation is not used as an excuse for not teaching. For example, TIs and faculty have said:

- *The teacher with her education student had the classroom students brain-storm on a dream for a better community. The education student was not from an urban setting and was awed with the things that they came up with to better the community. He couldn't believe that these students even knew about those things, let alone how to figure out how to better them. Those* [beliefs] *are the kinds of things that be have to addressed. This is an urban program. Those are urban issues.*

- *Those students involved in UTEP are going to be those caring teachers, because they know where children are coming from. You are not going to get the people that are afraid to come here. And there are people who are afraid to come here.*

- *Students need to understand about the urban environment. Even if they've lived in one. I've lived here all my life. I'm still here. There are many things that I don't know, and I should know. I've picked up a lot of things from the special ed. people, because they look at the child holistically. More than we do, more than I do. Often times they have to remind me that there are a lot of other factors that play into their achievement. I don't want to use it as an excuse. We cannot lower our standards because of the background kids come from, but you have to be aware of it.*

- *Unfortunately, the urban environment typically has not required much* [academic] *from children. I don't think we should lower standards. We need to believe that these students can meet the standards. They are good kids.*

- *Because it has to happen, things are happening in urban schools that aren't happening in other schools. Suburban children have done well in spite of the schools, so those schools haven't seen as much need to change. Urban schools have to learn to teach well.*

- *Children in urban schools often don't have adequate support systems. They can learn. They have good minds. They may bring problems that interfere with learning. The teacher needs to be able to handle that. My approach is to humanize teaching. To get close to the individual student and the home--this sensitizes teachers.*

- *Why do many urban kids stop achieving to their potential. That's the crux of the urban experience. Why do we have a decline from grades 1 through 12? Kids are very able. They would benefit from good instruction. Either they're not getting it or something else is operating. We have to develop teachers who are capable of making inroads on this.*

It is not just the K-12 students from urban environments who have additional obstacles to overcome. TIs have indicated that undergraduate students from urban environments may also suffer from effects of low self-esteem. TIs indicated that some students, (more often urban) may lack confidence and be shy or fearful in asking questions or seeking help. A professor also commented on this:

- *I'm finding some students are intimidated, especially when they are having difficulty in a course. I believe they sometimes expect people to be short and impatient with them. I've begun to discuss this in class, not focused on any individual. I've attempted to make it clear that when they are having problems, they need to ask for help. Middle-class or upper middle-class students really expect help.*

The curriculum of UTEP, therefore, resonates with the problems that urban children and adults face, but focuses on solving problems in the classroom so that teaching and learning take place.

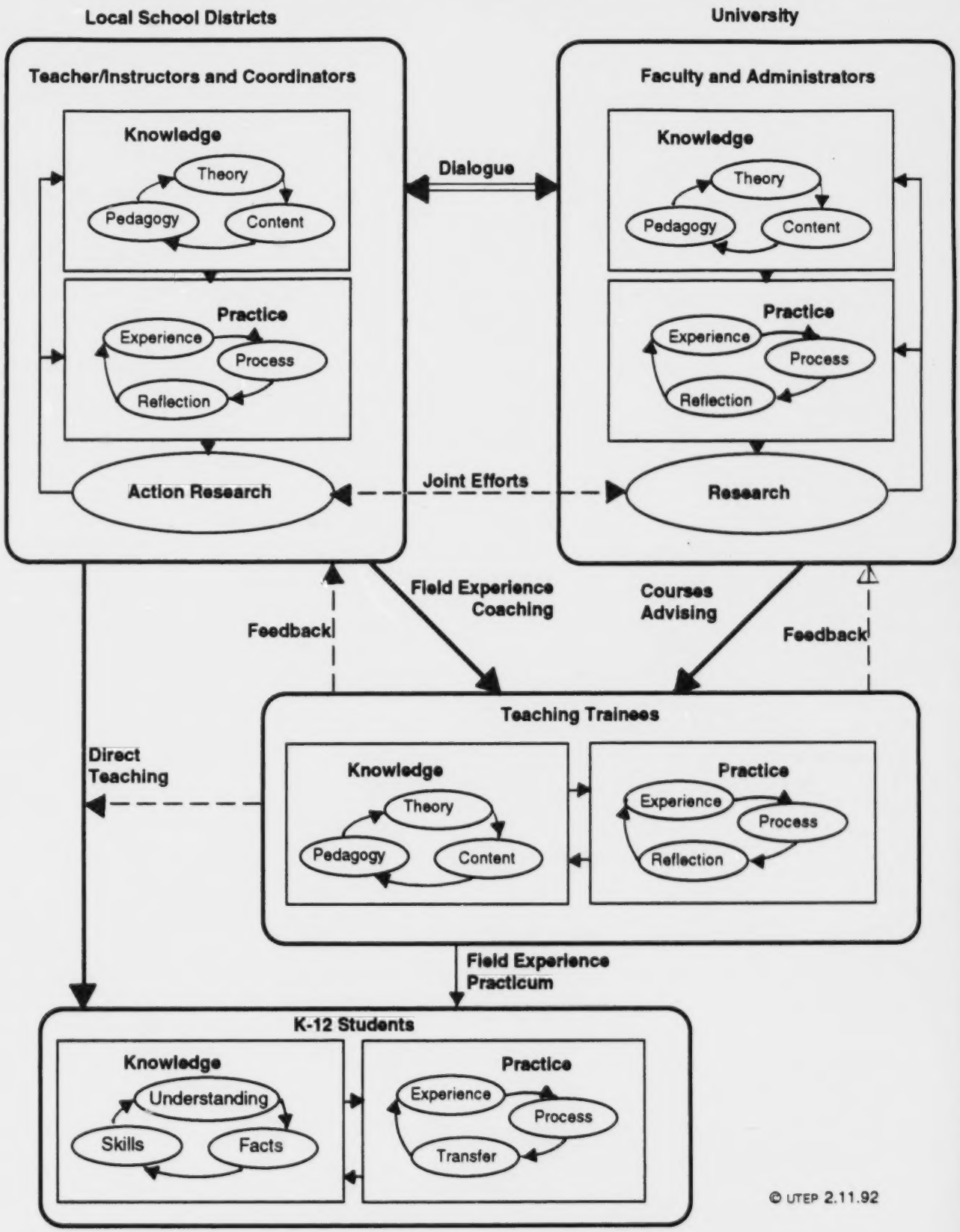
Developing the Curriculum.

A great deal of research has focused on teacher education, while a growing body of research is underway to determine what distinguishes successful urban teachers from those not as successful (Clark, 1991; Fine, 1992; Peterson, Bennett, & Sherman, 1992). Similarly Shulman (1987) argued that most research has focused on classroom management.

Figure 1:

UTEP

Dynamic System of Collaboration for Urban Pre-Teacher Education



Although classroom management is of great importance, knowledge of pedagogy is not well codified (Shulman, 1987). UTEP is in the process of codifying the wisdom of able urban teachers that includes pedagogy, subject content and classroom management.

Formative evaluation is especially relevant to the development of the curriculum. The curriculum is undergoing continuous monitoring while the implementation of the program is continually evaluated. The Core Staff and teaching faculty believe that master teachers and professors bring valuable experiences to the dialogue (Shulman, 1987). Through dialogue, practice, reflection and the ongoing evaluation of UTEP, what constitutes best teaching will be determined and validated. The development of the curriculum and excellence in urban education requires a long-term commitment by both university faculty and school faculty.

The model for developing and monitoring the curriculum is dynamic and its current vision is presented in Figure 1. In this model, learning in the domains of theory, content, and pedagogy mutually contributes to the greater understanding of the other domains. Within each domain, practice, reflection and experience each add to increased knowledge and understanding. Through the interaction of university faculty, teachers and teacher education students, all members of UTEP learn more than any would without the intricate interaction and integration that occurs in UTEP. As this dynamic model enfolds, UTEP participants believe that K-12 children too will be better equipped to see relationships, to reflect and to become self-motivated learners because their teachers will have become skilled in making connections and modeling that skill to the children under their care (Gardner, 1991). Early evidence from the program evaluation suggests that this has begun. For example, university faculty indicated:

- *Two secondary English teachers put writing and grammar together. So that's what I do now in assignments. We're learning together that what we do represents a lot of things. The high school students are not spending a lot of time doing classic work sheets. It opens up the idea of looking at grammar from more than simply learning the mechanics to seeing how it fits into a revision process of having something down first and then thinking about those mechanical aspects, those fine tuning for communication.*

- *We need to integrate. TIs are not hung up on believing that spending one hour on working from a workbook will improve children's understanding. It doesn't. It just turns children off. When the supervisor said, "You must do these many hours." We worked it through with her, "It can be integrated and we can provide more meaningful experiences for children." So we spend an hour on social studies, but in there we also have half an hour of language arts.*

Professors described how integration of teacher's classroom skills also is important:

- *When I walk into a classroom to observe the teacher I don't really observe so much what that teacher is doing as much as I observe what those children are doing. The TI was doing graphing on overheads. She called on a girl to add to the graph, but the girl made a mistake. The TI continued to question (She often teaches by questioning), walked over to the sink, never took her eyes off them, pulled a paper towel out, wet the paper towel, walked back over to the overhead and wiped this off. Half of my class missed that, because they were so wrapped up in what the TI was saying and what responses those students were giving. I told the students to watch for the maintenance things she does without even missing a beat--ever losing student's interest or hurting a child.*

- *Any teacher can design a lesson plan and follow it through like a robot. The art comes in how you prepare students for learning; how to get them excited about learning and how to bring all that to a conclusion.*

Prior to UTEP, the university supervisor was the main contact with supervising teachers. While the university supervisor has continued to maintain contact with both supervising teachers and TIs, UTEP was the impetus for increased interaction between the university faculty and TIs. Interaction increased through the work of Instructional Teams and the implementation of the on-site coursework. As the interaction between faculty and TIs continued, current theory was presented to TIs and TIs returned their knowledge of practice in the classroom to university faculty. For example, TIs have said:

- *I think that we are very much aware of the discrepancies between the current favorite theory at a university level, perhaps, and what's practiced in a school corporation by directives. We work toward applying those background experiences so that now when we reflect with the students--yes they do have that knowledge within them.*

- *We've been doing actual practice with the students. More than the theory, we're showing them this is what the theory looks like in practice and we're practicing it.*

- *I want to have the opportunity not only to have UTEP students come into my classroom, but also have a chance to find out what's going on at the university level. I had not been back to school in a number of years, so I was eager to work with professors.*

- *We could tell you, here is something that could be used in the classroom, and sometimes we could actually think, that's not going to work in the classroom. It sounds really wonderful in theory and when you're sitting here talking*

about it, and it looks real nice on paper. But when you get into the classroom, it just doesn't work.

Professors have said:

- *I had students in a field experience at a PDC. I had prepared an assignment. The coordinator told me that I needed to make it a training and growth experience that would benefit everyone. She asked me to do it again. I had developed an assignment in another school a few years ago. It went nowhere. Now, I understand why. The Coordinator and TIs are facilitating and very helpful. They know the school environment better than I do, and they make sure appropriate planning takes place prior to an assignment.*

- *I always wanted to get a chance to work with the K-12 students myself to see if I can still do it. In UTEP I was able to do that. If I can't do things myself with students, how can I ask them as the teacher trainers to make it work. I like to find out if things work as well.*

- *I see a much more open debate between one TI and the students--The kind of thing I like to do with college students, but something I would have never permitted myself to do with high school students.*

- *I can give ideas..theory, but I cannot give recent examples. We set up the requirements so that there would be more in-class assignments, as opposed to reading or paper assignments, for teaching students.*

As is the case among most university education professors, IUN faculty do not all espouse the same theoretical perspectives. TIs may not be concerned with "whose theory" they put into practice, but rather with what works, and thus often develop an eclectic approach. Their approach to good practice may change depending upon the needs of individuals or groups within the classroom, the objectives or content, or the desire to present a variety of learning styles. Instructional Teams, however, needed a common terminology. Through the increased interaction, university faculty and TIs came closer to understanding each other.

- *Once university faculty got back into the classrooms and saw what was going on in the classroom with kids, that helped bring them back down to earth. Wait, a minute, this is the way it is. Look at what teachers face everyday.*

- *TIs have a great interest in the students they work with. When they critique a student, they learn themselves. They were very professional and flat-out honest. The student's would eat it up. The TIs were able to say things to the students that a professor would have more difficulty saying. Students had a*

great deal of respect for the TIs and took their suggestions to heart and improved.

- *My relationships with the teachers are different in UTEP. The TI's are giving the grade to the UTEP students for their field experience work, where I am giving the grade to the three non-UTEP students, because the teachers that they are working with had not been involved in the program. They don't have the historical, the world view of what we're doing the way the TI's do.*

- *We examine each other's materials. I've shared everything from the courses with them. Because they work in real schools, they sometimes have to make wrenching accommodations, but they've been giving and very cooperative.*

- *I wanted to have people working with my students who understood what I was asking them to do, who would share the responsibility. The first year that didn't happen. We were still learning each other's language. The second and third year, it happened.*

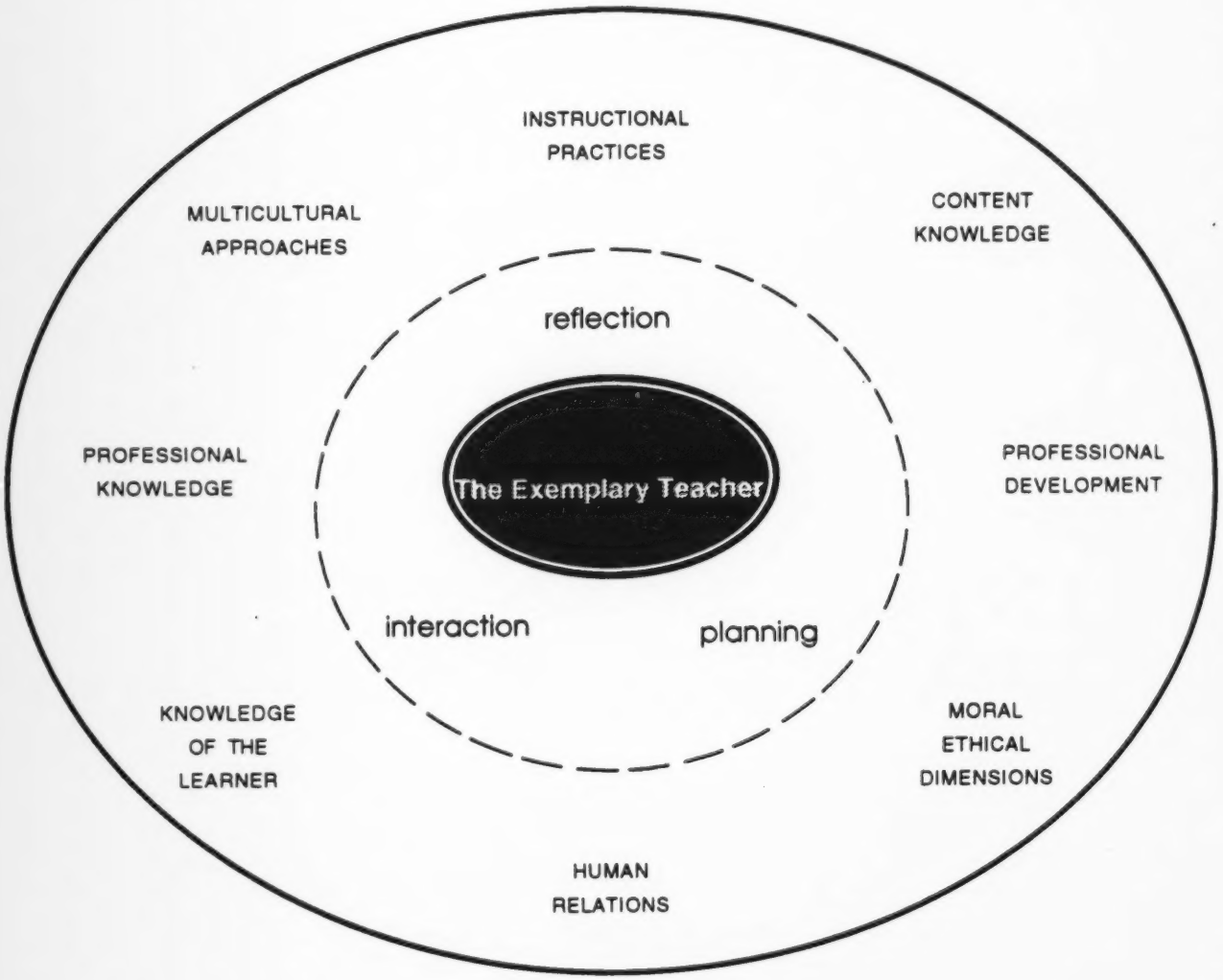
Development of the Knowledge, Abilities and Qualities (KAQ)

In addition to the regular instructional team meetings, TIs, faculty and Core Staff were involved in several retreats. Core Staff and elementary Instructional Teams engaged in a two-day retreat in 1989-90 and another full-day retreat in 1990-91. The Core Staff and secondary Instructional Teams had a two-day retreat during 1990-91. The elementary retreat of the first year focused on Instructional Team development and working out some of the logistical problems encountered during the pilot year.

Retreats in the second year focused on curriculum development and delivery. Participants moved between small brainstorming groups and large reporting and discussion groups. TIs, faculty and UTEP Core Staff reworked the initial set of criteria of expectations for new teachers. The criteria were then compared to the expectations for new teachers in the state of Indiana and in each of the respective school districts. Energetic discussion took place as to what constituted best practice. Some members were so enthusiastic about the direction of the discussion that they developed a model into which each of the expectations or criteria might be categorized. This model is presented in Figure 2.

The categories were created from all participants general understanding of areas that might be included in good teaching. The criteria and areas, however, do reflect the work of others such as Shulman (1987). Detailed criteria are outlined in the Knowledge, Abilities and Qualities of Entry Level Teachers (KAQ) presented in Appendix G. The UTEP postulates presented earlier are the basis to the approach to the curriculum as illustrated in the categories of the KAQ and the specific KAQ elements that form the knowledge base of the curriculum. The criteria from the retreats were circulated to all university faculty and TIs for review during the 1991-92 academic year to determine each item's appropriateness

Figure 2: The UTEP Approach to the Knowledge, Abilities and Qualities of the Exemplary Urban Teacher



and inclusiveness. The Research Director, under the guidance of the Dean of the Division of Education, then compared the KAQ to the curriculum as described in the 1991-92 NCATE Report and the IUN Division of Education Bulletin. Although the language was not the same, almost all criteria except technological expertise, were evident in the KAQ. This item was added to the KAQ. The KAQ then became more specific and more inclusive than other documents in the Division of Education. The Dean requested that the Division of Education determine what is being taught in all courses, not only for documentation of UTEP curriculum, but for the documentation of the entire Division of Education curriculum for future reports. The KAQ was sent out in survey form so that all Division of Education faculty and TIs could make any further corrections and indicate in what courses and experiences students have the opportunity to learn and demonstrate their competence in each of the criteria. Once all KAQ surveys are in, a synthesis of the surveys will determine if any criteria is not included in coursework and experiences. Faculty and TIs may then determine what further changes are needed in the KAQ and what revisions need to be made in university coursework or classroom experiences. University faculty may then determine whether the KAQ is the curriculum for UTEP alone or the entire Division of Education.

As the program develops, Core Staff and the Instructional Teams will further define and test the knowledge, abilities and qualities and continue to explore the best means to deliver these skills among preservice teachers. IUN faculty and TIs have an investment in the dynamic process of knowledge, practice and reflection. To enhance the delivery of the dynamic process, a few university faculty have begun to use videos to provide additional feedback to students, have increased the use of case studies and have invited TIs to present lessons in their preservice courses.

The curriculum is not a set package, ready to be delivered to students or exported to other teacher education consortiums. The development of the curriculum occurs through the courses that are required by the IUN Division of Education to meet state certification requirements. As it now exists, curriculum development is under the purview of each university faculty. The curriculum has changed as a result of individual faculty efforts as well as faculty in collaboration with TIs. With the emphasis in UTEP on the "Urban content," many faculty have rethought their curriculum content and have begun to provide content which focuses on the issues of what constitutes urban understanding and multicultural viewpoints. The discussion and documentation of urban curriculum content continues. The documentation of these curriculum changes will include what is currently being done, how that compares to course syllabi, and revisions to syllabi based on university faculty and TI input. The curriculum content then dynamically evolves along with the method of its delivery, modeled in the Dynamic System of Collaboration. UTEP expects to have continual feedback on the KAQ to determine gaps in content and delivery.

In spring 1992, Dr. Charlotte Reed, a colleague at Purdue University-Calumet, engaged in observation of UTEP 1991 Option I graduates and 1990 Option II certified teachers with reference to the multicultural criteria in the KAQ. Her analysis provided a preliminary assessment of the relationship of the criteria to actual teaching practice. UTEP

did not expect that these graduates would meet all criteria since the criteria were part of the curriculum only implicitly during 1989-91 when they were UTEP students and interns. This information provided evidence of multicultural teaching and at the same time allowed a critical look at the assessment process under development in UTEP. Dr. Reed found that although all teachers observed provided some evidence of meeting the multicultural criteria, secondary teachers of math and science were less likely to incorporate all the criteria than elementary teachers.

Her critique of the criteria themselves has been incorporated into the current version of the KAQ. Some of the criteria are not observable at this time and can only be determined by attitudinal measures. As the curriculum develops and the assessment process unfolds, all criteria will be stated in an observable form. Continuing questions include: 1) Where and how are the elements of the curriculum to be delivered? and 2) How is mastery of them is to be assessed at increasing levels of competence? (Dr. Reed has accepted the position as Program Development Director, on leave from Purdue-Calumet for 1992-93. With her extensive experience in curriculum and assessment, she will contribute greatly as UTEP undertakes a crucial stage of curriculum development.)

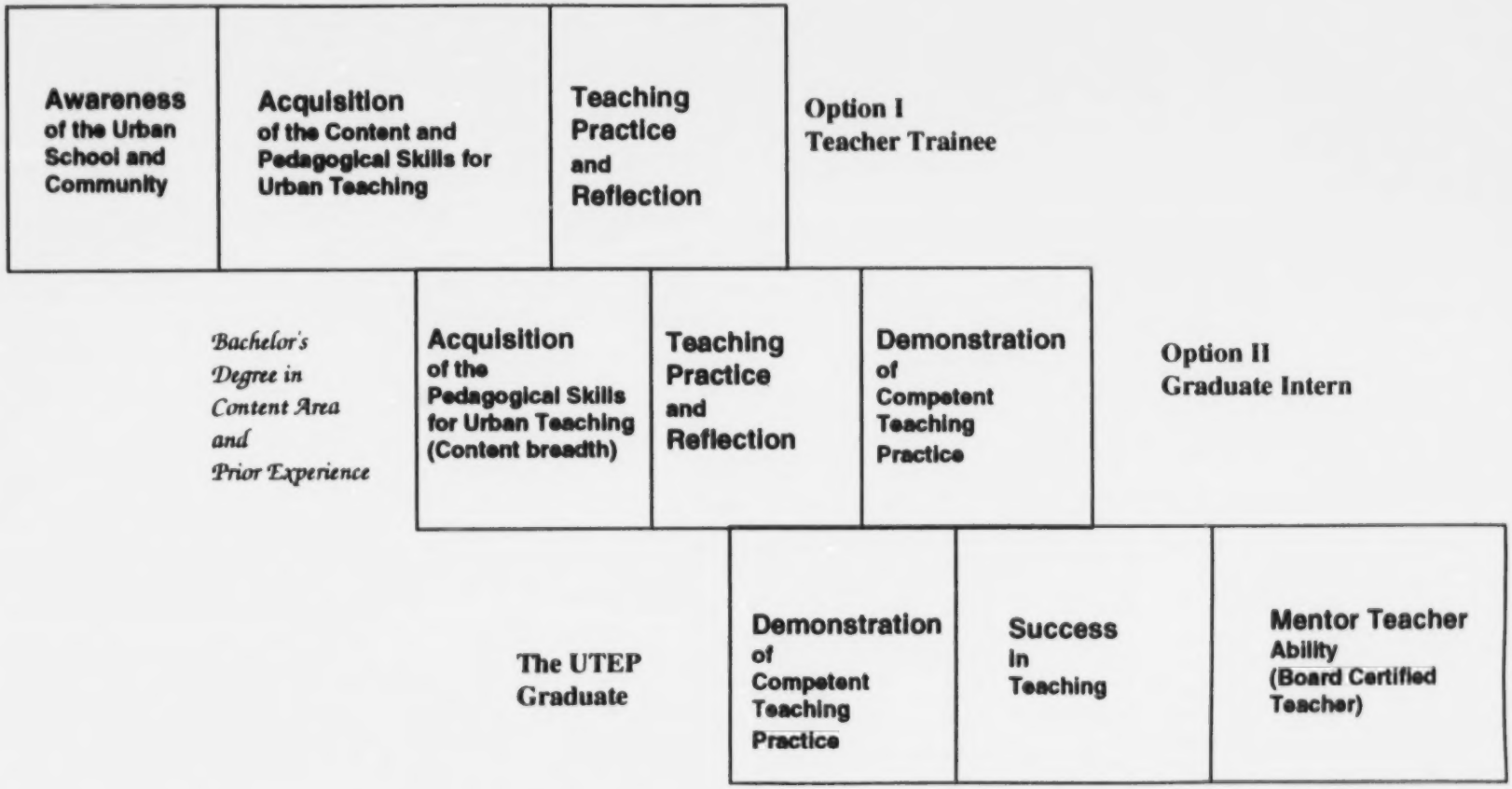
The approach taken to the preteaching curriculum is based on the premise that teachers should be decision makers and reflective practitioners. The knowledge base expected for all teachers follows from this premise and is ascribed to by faculty in the Division of Education despite theoretical variance. Thus, "the goal of teacher education is not to indoctrinate or to train teachers to behave in prescribed ways but to...reason soundly about their teaching and to perform skillfully" (Shulman 1987;13, following Fenstermacher, 1978)

Much of the curriculum developed to date was the result of work among Core Staff, university professors and TIs in Option I; however, Instructional Teams and faculty who have worked in Option II also have had input into the KAQ. UTEP's expectation is that all certification students will have exposure to the urban environment and demonstrate competence in teaching their secondary content specialty. Since Option II interns have prior professional experience and have continued teaching while in the program, they are expected to become competent beginning level teachers at a faster rate than Option I trainees. Further work needs to proceed to determine what specifically constitutes beginning level awareness, acquisition of the content and pedagogical skills for teaching and advanced levels of practice and reflection. UTEP will begin to document the additional criteria on which to base these levels. These levels are tentative and are presented in Figure 3.

Although three years of work as described above has gone into the development of UTEP's urban philosophy and curriculum, much more needs to be done. UTEP continues:

- To review the field to determine best practice among our colleagues and in the research.

Figure 3: *Levels of Knowledge, Ability and Quality of the UTEP Teacher*



3 Competence Model © UTEP 1992

- To develop a feedback mechanism including interviews and observations to monitor the development of the urban curriculum.

- To fashion a more consistent set of criteria for assessment of teacher's skills.

- To negotiate how much urban community experience should be included in the program.

- To determine to what extent urban content should be a special course, infused into courses, and highlighted in field and student teaching experiences.

These issues will be resolved through UTEP's dynamic process of collaboration.

Tasks Ahead

As described in the body of this report, UTEP continues to respond to problems and has changed in response to formative evaluation. It is clear that both university professors and TIs have changed because of UTEP. The content in coursework and as described in syllabi are now more inclusive in both theory and practice. Respect has increased among both professors and TIs. Included in this respect is mutual awareness that more barriers need to be dismantled, but these barriers are now recognized and taken down rather than ignored. Based upon discussion among members of a the various constituencies and upon outcomes of the formative evaluation a number of issues need to be resolved. These issues are described below:

Funding

UTEP is currently funded by a grant from the Lilly Endowment, with the state of Indiana, IUN and school districts providing additional monies. Each year, the amount provided by Lilly decreases. UTEP must determine what part of the project costs are start-up and developmental and what the permanent yearly cost of the project will be. Maintaining the PDCs, including a coordinator and TIs is most important. Curriculum development, evaluation and the refinement of logistics are developmental and may diminish or be absorbed by the Division of Education as the program advances.

Integration of UTEP into the Division of Education.

Task forces have been identified to investigate how to integrate all or portions of UTEP into the Division of Education. Some university faculty believe that many of the components of UTEP should be part of the overall program. For example:

- *We need to push for more PDCs. I think that in the long run, PDCs can be more economical than our present system while maintaining high quality.*

- *I don't try to distinguish between what I do in traditional versus what I do try to do in UTEP. What I try to do is see what works best in both situations that helps the other.*

The question is how to incorporate aspects of UTEP into the Division of Education recognizing that the UTEP model is more intensive and therefore more costly. The Division of Education also serves a number of suburban and rural communities in addition to the three urban districts. Members of UTEP and the Division of Education have seen the positive results from the PDC structure. Some faculty have suggested that all students be trained in PDCs, including those who do their practicum in suburban districts. On the other hand, some professors, TIs and Coordinators fear that creating PDCs in suburban districts will dilute their efforts directed at urban education. Although these suburban school districts have some student diversity, they do not approach the complexity and diversity found in urban districts. Many professors have suggested that all teacher education students need experience in multiculturalism; should spend some time in different kinds of schools (even if only to demonstrate that some schools, mostly suburban, have greater resources than other schools); and should receive a more integrated practicum experience, whether in urban or suburban communities.

Conclusion

The UTEP collaboration is institutional rather than subject to individuals who have made connections with a few individuals in other institutions. The Urban Teacher Education Program is among leaders in collaborative education for preservice teachers for urban school districts. Others include Milwaukee, Pittsburgh, Phoenix, Rochester and San Antonio. UTEP has received national recognition (The Christa McAuliff Award in 1990 and recognition by AAHE). UTEP has begun to disseminate information nationally. In Indiana, a number of other institutions have contacted or visited UTEP to determine how they might develop a similar program in their location. (Institutional contacts and UTEP presentations and papers are presented in Appendix H.)

Through the collaborative approach and the results of the formative evaluation, many problems have been identified and resolved over the three-year period. As reported last year, UTEP's first-year Option I graduates and Option II certified teachers are doing well based on reports of principals, mentors and the new teachers themselves. They have remained steadfast in their commitment to teaching and their general skills have been observed to be adequate if not excellent for beginning teachers. Based on Dr. Reed's observations of teaching performance, only one new teacher needed additional work to further develop classroom and interaction skills.

Northwest Indiana's UTEP is a teacher-centered response to the renewal of education. The teacher is first and last in contacting and developing the student. Given the economic and population imperatives that point to increased numbers of minority persons and greater

diversity in the U.S. economy, all members of our society must learn to function in multicultural, urban and global environments.

The Urban Teacher Education Program remains full of promise and challenges that are worth addressing. The need for urban teachers, whether they come from the urban experience or are made aware of the urban setting is critical. New alternative route certification options for graduates hold promise only if experimentation does not neglect the daily needs of students and the demands of professional organizations and school districts. The restructuring of both schools and university teacher education programs will occur most effectively through collaboration among education stakeholders.

Educational reform in cities requires that the best theory and practice energize the new members of the teaching profession. This means that, together with the professors who teach in higher education and the state boards who certify, teachers will be empowered to monitor and contribute to the next generation of their professional colleagues. It means that students will receive decision making tools to learn continuously and to adjust their pedagogy accordingly. It also implies that communities would be empowered to have a role in the agenda of the university in its curriculum and research. The Urban Teacher Education Program in Northwest Indiana may be ambitious to aspire to all these goals, but it is the only responsible role for educators in urban settings to assume. The role of UTEP as a catalyst for educational change is conceptually well founded, based in trust, firmly supported by its collaborating institutions and, most of all, attempts to link professional practice to educational theory.

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Appendix A. Northwest Indiana's Urban Teacher Educational Program Organizational Structure

UTEP POLICY BOARD

Student Representative
President, East Chicago Federation of Teachers
Dean of Education, IUN
Superintendent, School City of East Chicago
Superintendent, School City of Hammond
Chair, Parent Advisory Council
Chancellor, Indiana University Northwest
Professor, U. Wisconsin-Milwaukee & Adjunct Prof. IUN
Superintendent, Gary Community Schools
President, Gary Teachers' Union
President, Northwest Indiana Forum
President, Hammond Teachers' Federation

PDC

Professional Development Center:

Lincoln Elementary School
East Chicago, IN 46312
219/391-4256

Principal
UTEP Staff:
8 Teacher Instructors (5 Assocoate TIs)
*** PDC Coordinator**
Parent Liaison

PDC

Professional Development Center:

Horace Mann High School
Gary, IN 46402
219/886-1445

Principal
UTEP Staff:
9 Teacher Instructors
8 Adjunct TIs
***PDC Coordinator**
Parent Liaison

UTEP

CORE STAFF

219/980-6887 (fax 980-6990)

Director
Research Director
Classroom Specialist& Option II Coordinator
Program Secretary
***PDC Coordinators**

PDC

Professional Development Center:

Eggers Middle School
Hammond, IN 46320
219/933-2449

Principal
UTEP Staff:
8 Teacher Instructors
13 Adjunct TIs
***PDC Coordinator**
Parent Liaison

Community

Parent Advisory Board

Student Group S.U.R.E.

Business Liaison

IUN

Division of Education

Dean

16 full-time professors

(9 dedicated to UTEP)

20 adjunct professors

The Urban Teacher Education Program is a multi-school district and university consortium for school based professional preparation and development, serving Northwest Indiana. Members include: Indiana University Northwest; the East Chicago Public Schools and East Chicago Federation of Teachers; the Gary Community School Corporation and Gary Teachers Union; the School City of Hammond and Hammond Teachers' Federation.

March, 1992

Appendix B

URBAN TEACHER EDUCATION PROGRAM
RESEARCH DESIGN

The research design for the Urban Teacher Education Program (UTEP) is collaborative. It provides both program evaluation and action research.

Program Evaluation

This research design provides for an evaluation of the goals and objectives as set forth by the program mission and other documentation. UTEP calls for improvement in the training and practice of teachers in urban school districts and includes: a) training partnerships among university faculty, K-12 faculty and university teacher trainees; b) field-based instruction in Professional Development Centers (or with identified mentors); c) curriculum that emphasizes meaningful learning experiences within classroom and community settings; d) professional development rooted in the concept of individualized training for teachers; e) cycled developmental training in relation to phases of professional development and; f) reflection to create more effective classroom performance. The program evaluation provides the framework to judge the effectiveness of the program and to make necessary changes during the formative phase to enhance program success.

Action Research

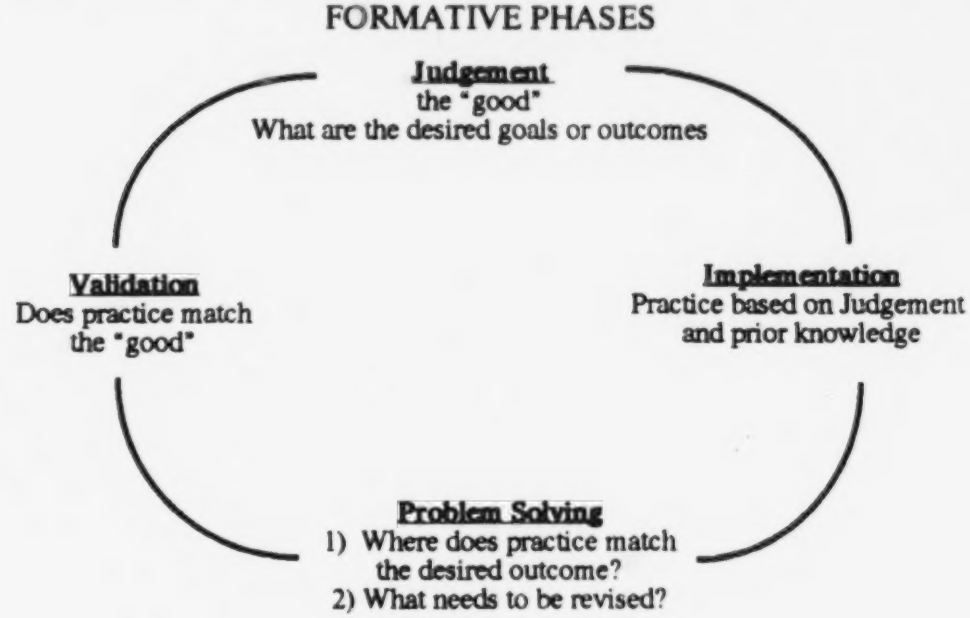
Action research provides the opportunity for university and K-12 faculty to work as co-researchers in the production of knowledge. The link between evaluation and action research allows participants to value inquiry and reflection as a means to improve practice. All members of the education community grow professionally through this practice. Participants gain new insights and understanding about what it means to teach and learn. The reflective findings from this kind of collaborative research activities are more robust and externally valid than those from non-collaborative forms.

Methodology

Numerous reports have cited the need for change in our educational system (Graham, 1989). Goodlad (1990) reported that the most prestigious universities devalued teacher training and performed inadequately in preparing new teachers. Yarger and Smith (1990) pointed to a lack of research upon which to base teacher education policy. Teacher education programs generally have had minimal internal or ongoing evaluation due to funding shortages at the university level (Adams & Craig, 1983).

Gitlan (1990) suggested that much of education research (and this includes evaluation of educational practices) establishes an alienating relationship which silences those studied. UTEP is dedicated to the continual improvement of teacher education through ongoing feedback. All participants are empowered through a responsive evaluation process. In a responsive model, evaluation is a sociopolitical process (Guba & Lincoln, 1981). The evaluator performs the role of collaborator learner, coach, teacher, reality shaper and perhaps mediator. In a responsive model problems are illuminated rather than being assigned values or rewards (Parlett & Hamilton (1975). Gibb (1971) provided a listing which described positive and negative climates for working groups. Positive climates included such terms as description, problem orientation, spontaneity, empathy, equality and provisionalism. In contrast, negative climates included such terms as evaluation, control, strategy, neutrality, superiority and certainty. Through a more positive climate, we believe UTEP can achieve a stronger, more positive outcome because all participants are active in the evaluation process and thereby are more likely to use these findings to made desired program changes.

The evaluation plan for the Urban Teacher Education Program covers both formative and summative phases. The formative evaluation phase aims to discover that which is successful and to determine what problem identification and solutions need to be implemented. Evaluation should contribute to individual and group learning. Formative evaluation is about learning through feedback (Legge, 1984). The evaluation of this program is based on an interpretive or naturalistic design which uses both quantitative and qualitative methods (Legge, 1984; Lincoln & Guba, 1985). Triangulation is used to check the various pieces with information obtained through the varying methods employed to answer the main evaluation questions. A diagram which describes the formative phase is presented below:



In this evaluation we ask: a) Does the program work given the context? b) To what degree does the program work? and c) What segments can be judged successful? We also ask: a) Can the desired outcome be accomplished? and b) How can we accomplish the expected outcome more consistently? In the planning phase of the program, participants made judgments as to the desired goals or outcomes. During the implementation phase of the program, practice was determined by a review of literature and current knowledge of teaching practice. Based on the results of the evaluation, we can then determine if practice results in the desired outcome and what needs revision. When we speak of validation, we ask if practice then matches the desired goals and outcomes. This cycle is continued until members judge that the program is performing as expected. At the end of 5 years, summative evaluation will begin. The summative evaluation will identify contributing factors to program efficacy.

A set of questions are outlined in the pages which follow. These questions follow from the goals and objectives of the program. Action research is imbedded within many of these questions. Questions are listed under each of the respective headings of formative and summative. The data sources are presented beside each of the main headings. The first set of questions focus on the overall program level. Questions which follow focus on the development of the cooperative environment, professional development and the development of UTEP students.

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Urban Teacher Education Program
Research Design
Pilot Year 1990 - 91

Group	Fall	Spring	Summer
Option I			
Seniors		Field Experience Survey Demographic Survey	
Graduates		Interview	
Principles/Super.		Interview	
Mentors		Interview	
Option II		Survey/Interview	
Mentors			Survey
Teaching Instructors		Survey	
Other Activities			
Core Staff	Historical Focus Groups	Urban Content Focus Group Assessment Focus Group	Curriculum Focus Group Assessment Focus Group
Instructional Teams			
Elementary			Follow-up Retreat
Secondary			Retreat

Urban Teacher Education Program
Research Design
Years 1990-91 to 1994-95
Yearly Data Collection

Groups	Fall	Spring	Summer
Option I			
Entering Students	Collect Entering Student Data		
Seniors		Field Experience Survey	Collect Final Student Data
Graduates		Interview - 1 year later	
Principals/Super.		Interview - 1 year later	
Option II			
During Coursework		Survey	
Graduates		Interview - 1 year later	
Principals		Interview - 1 year later	
Teacher Instructors		Survey	
(Mentors)		Survey	

Urban Teacher Education Program
Research Design
Years 1990-91 to 1994-95
Year By Year Data Collection

Year of Activity	Fall	Spring	Summer
1991-92			
Curriculum Monitor			
Faculty	Interviews/Groups		
Teacher Instructors	Focus Groups		
Begin Action Research	Cooperative Development		
1992-93			
Professional Development Center Review	Interviews		
Principals	Survey		
Teachers	Survey		
Sample of Parents			
Sample of K-12 Students			
Continue Action Research	Cooperative Development		
1993-94			
Skills and Abilities of Teachers	BEI Interview		
Teacher Instructors			
Continue Action Research	Cooperative Development		
1994-95			
Summative	Graduate survey (Employment and Professional Development), TI and Faculty interviews	Compilation of Yearly Data	Analysis of Data

Urban Teacher Education Program
Evaluation Plan

FORMATIVE			SUMMATIVE	
Question		**Data Source**	**Question**	**Data Source**
UTEP Program Level (Options I & II)				
I	**Are UTEP graduates better prepared to teach in urban schools than non-UTEP students?**	Yearly graduate and principal interviews.	**Are teachers better prepared to teach in urban schools than non-UTEP students?**	Yearly graduate and principal interview. Student records. TI and supervising teacher assessments.
I.A	How have the goals changed since the inception of the program?	Documentation of program goals and mission.	Has the program achieved its stated and revised goals?	
I.B	How has the program changed?	Fall '91 faculty interview, TI focus group.	How has the program changed?	Documentation of change.
I.B.1	How has the field-based nature of the program changed?	"	How has the field-based nature of the program changed?	Fall '91 faculty interviews, TI focus groups. Fall '94 TI and faculty interviews.
I.B.2	How has cooperation developed over time?	"	How has cooperation developed over time?	"
I.B.3	Describe development of teacher empowerment and efficacy.	" + Fall '92 principal interview	Describe development of teacher empowerment and efficacy.	"

UTEP Evaluation Plan

FORMATIVE

Question		Data Source
I.C	How has content changed?	Fall '91 faculty interview, TI focus group.
I.C.1	What additional skills and abilities are assumed based on the proposal?	"
I.C.2	What makes it urban?	"
I.D	Does the increased integrated field experience increase teacher performance?	Yearly graduate and principal interviews.
I.E	How do UTEP students view the program?	Yearly student surveys, graduate interviews, Fall '91 faculty interviews, TI focus group.
I.F	What is the match between theory and practice?	"
I.G.	What effect has individualizing teacher preparation had on preparing urban teachers?	Yearly student data & surveys, TI surveys, graduate interviews.
I.H	How has the program progressed to "phase-bound" preparation (i.e. exploratory, experimental implementation) from "course-bound" preparation (i.e., semester I,II,III, IV)?	Program documentation, Fall '91 faculty interviews.

*(BEI+) Behavioral Event Interview (critical incident) plus

SUMMATIVE

Question	Data Source
What knowledge skills and abilities are needed to teach in an urban environment as compared to non-urban?	Fall '93 TI (BEI+)* interview, documentation of curriculum development, yearly graduate and principal interviews, continued review of literature.

UTEP Evaluation Plan

FORMATIVE		SUMMATIVE	
Question	**Data Source**	**Question**	**Data Source**
I.J		What are the skills and abilities that successful urban teachers use as compared to those not as successful?	Fall '93 TI (BEI)+ Interviews.
I.K		Can these identified skills and abilities be taught to student teachers in a teacher education program?	Spring '94 TI interviews, graduate (BEI+) interviews.
I.L		Has the education of K-12 students improved due to the program?	Fall '92 parent interviews, principal & TI interviews, Lipsitz's (1984) school criteria*
I.M		How many UTEP students are teaching in urban districts?	'94 graduate follow-up survey.

UTEP Evaluation Plan

FORMATIVE		SUMMATIVE	
Question	**Data Source**	**Question**	**Data Source**
Development of Cooperative Environment			
II. Option I			
II.A How have the PDC's changed?	Detailed below.	What do initial PDC's look like after 5 years?	Lipsitz's (1984) categories.
II.A.1 What kind of changes do school administrators see in their schools?	Principal interview.		
II.A.2 What kind of changes do parents and K-12 students see in their classrooms?	Parent survey and child interview.		
II.A.3 What other evidence demonstrates change in the PDC?	Lipsitz's (1984) categories		
II.B How well do joint faculty perform together?	Fall '91 faculty interviews, TI focus groups.		
III. Option II			
III.A How had cooperation developed in Option II?	Yearly graduate and principal interviews, TA surveys.		

*Lipsitz, J. (1984) *Successful Schools for Young Adolescents*, New Brunswick, NJ. Transaction Publications.

UTEP Evaluation Plan

FORMATIVE			SUMMATIVE	
Question		**Data Source**	**Question**	**Data Source**
III.B	How does UTEP find effective mentors for Option II?	Principal and Option II Coordinator interviews.		
III.C	Are the mentor-student relationships effective in developing urban teachers?	Yearly graduate and principal interviews, TA survey.		
IV.	Options I & II			
IV.A	**How have the roles of teacher instructors and university professors changed as a result of joint collaboration?**	Fall '91 faculty interview, TI focus groups.		
IV.B	How is individualized teacher preparation different from or better than regular whole group teacher preparation?	Program documentation, Spring '94 Faculty, TI & TA interviews.		
Professional Development				
V.	**Has being in a PDC made teachers in the school better teachers and the school a better school?**	Yearly TI surveys, Fall '92 Principal interviews, PDC teacher survey.		

UTEP Evaluation Plan

FORMATIVE			SUMMATIVE	
Question		**Data Source**	**Question**	**Data Source**
V.A	How do professionals perceive the change that has occurred?	Yearly TI & TA surveys, '92 PDC teacher surveys.		
V.B	What is the relationship between the PDC Coordinator,the TIs/TAs and student trainees? How well do they interact?	Yearly TI, TA and student surveys.		
V.C	Do TIs and TAs become better teachers?	TI and TA surveys, principal interviews.		
V.D	Has being a TA in Option II made them better teachers?	TA surveys, principal interviews.		
V.E			Has being in the program increased the awareness of and the output of action research on the part of teachers?	List of professional development activities, TI interviews.
V.F			What is the level of professional development of UTEP grads as compared to non-UTEP grads?	Yearly graduate interviews, Fall '94 graduate survey.
UTEP Students				
VI.	**What are the skills, abilities and attitudes of UTEP students versus non-UTEP?**	TI assessments, principal interviews, grades, credits.		

UTEP Evaluation Plan

FORMATIVE			SUMMATIVE	
Question		**Data Source**	**Question**	**Data Source**
VI.A	What are their entering skills?	Entering student data.	What are the mature skills, abilities and attitudes of UTEP students versus non-UTEP students?	Yearly graduate and principal interviews, Fall '94 graduate survey & interview.
VI.B	What are their attitudes and abilities?	TI, TA assessments, grades, credits.		
VI.C	What are the background characteristics of UTEP students as compared to other students?	Student demographic data.		
VI.D	How well do students perform in the field?	TI assessments.	Are UTEP students/graduates reflective practitioners?	Fall '94 graduate interview & survey.
VI.E	How do UTEP students develop reflective decision-making skills for examining, monitoring and modifying professional preparation?	TI assessments, yearly graduate and principal interviews.		

Appendix C: Protocols for Curriculum Interviews

Faculty Curriculum Interview

1. Did you change your curriculum to teach UTEP courses?

   a. How did you change the curriculum?

   b. How did you make the change? Content? Pedagogy?

2. What has your interaction with TIs been like? What has your interaction been with supervising teachers? How did you divide responsibility for grades?

   a. What (i.a.) have you learned from TIs?

   b. Have TIs learned anything from you?

3. What (i.a.) makes the content of your courses urban? Or makes the pedagogy urban?

   a. Is the content area you teach more difficult or easier to adapt to the urban environment than other content areas? Why? Why not?

4. What (i.a.) do you do differently when you have a UTEP course as compared to a regular course?

   a. What (i.a.) stays the same between UTEP and non-UTEP courses.

5. Have you collaborated with other professors in the development of your courses? Which courses? Have you collaborated with TIs? Anybody else?

6. Has your own teaching changed in the past three years? How? What caused this change?

8. Is there any way that students have affected the development of the curriculum? Have you had to revise the curriculum or a syllabus due to student reaction or input?

9. Are parents connected to UTEP's curriculum? To the teacher training program?

10. What has been the role of TIs in developing the content of university offerings?

11. In what ways if the content in the UTEP curriculum different from that in the traditional program?

12. What are the high priority items or special focus points that should be addressed this year in our curriculum planning? What needs to be done yet? Do you have plans? How do you plan to proceed?

7. What courses have you taught in the last three years? (Ask for syllabi.)
   Have your syllabi changed? How?

Secondary Teacher Instructor Curriculum Focus Groups

1. Collaboration has been an important part of the development of UTEP.

   a. Has your training and use of cognitive coaching helped in your guidance of teacher trainees?

   b. Have your TI meetings helped in the development of curriculum? Have the meetings helped in the guidance of teacher trainees?

   c. Have your instructional team planning sessions helped in the development of the curriculum? In your guidance of teacher trainees?

   d. Are there any other aspects of collaboration that have been important in the development of the curriculum or in your guidance of teacher trainees?

   e. What other collaboration needs to be done?

2. How have you incorporated your own classroom experience into developing the experience of teaching students? What about your experience with the urban child? With the urban community?

3. What do you see yourself adding to the teacher trainee's curriculum that is not covered in the university classroom? What about in secondary classroom experience? In Seminars? Any other areas or ways?

4. Is the content/subject area you teach, more difficult, or easier to adapt to the urban environment than other content/subject areas? Why? Why not? What part is pedagogy and what part is content?

5. Has your own classroom practice changed since you've been involved in UTEP.

6. What has your interaction with professors been like?

   a. What characteristics of professors make it easier to interact with them?

   b. What have professors learned from you?

7. Under what conditions have you learned the most while a part of UTEP? Learned the least?

   a. While working with professors, under what conditions have you learned the most? Why? The least? Why?

8. What have you learned from your colleagues while a part of UTEP?

9. What have you learned from teacher trainees?

10. What needs to be done yet? How do you plan to proceed?

Elementary Teacher Instructor Curriculum Focus Groups

1. Collaboration has been an important part of the development of UTEP.

   a. Has your training and use of cognitive coaching helped in guidance of teacher trainees?

   b. Have your TI meetings helped in the development of curriculum? Have the meetings helped in the guidance of teacher trainees?

   c. Have your instructional team planning sessions helped in the development of the curriculum? In your guidance of teacher trainees?

   d. Are there any other aspects of collaboration that have been important in the development of the curriculum or in your guidance of teacher trainees?

   e. What other collaboration needs to be done?

2. How have you incorporated your own classroom experience into developing the experience of teaching students? What about your experience with the urban child? The urban community?

3. What do you see yourself adding to the teacher trainee's curriculum that is not covered in the university classroom? What about in elementary classroom experience? In Seminars? Any other areas or ways?

4. Which content/subject areas are more difficult, or easier to adapt to the urban environment? Why? Why not? What part is pedagogy and what part is content?

5. Has your own classroom practice changed since you've been involved in UTEP.

6. What has your interaction with professors been like?

   a. What characteristics of professors make it easier to interact with them?

   b. What have professors learned from you?

7. Under what conditions have you learned the most while a part of UTEP? Learned the least?

   a. While working with professors, under what conditions have you learned the most? Why? The least? Why?

8. What have you learned from your colleagues while a part of UTEP?

9. What have you learned from teacher trainees?

10. What needs to be done yet? How do you plan to proceed?

Appendix D: Option I Seminars Offered at the PDCs

Elementary seminars now covered in courses include:

- Union Contracts/Teacher Rights
- Classroom Management Techniques
- Grading Techniques
- Special Education in the Schools.
- ISTEP

Continuing elementary seminars:

- Critical Thinking
- Instructional Materials
- The Teacher and the Law
- Social Services and Teacher Preparation
- Parent Conference Skills

The secondary seminars also cover:

- Union Contracts/Teacher Rights
- The Teacher and the Law
- Classroom Management Techniques
- Parent Conference Skills.

Seminars under development for all secondary sites include:

- Student Assessment
- Subject Area Resources
- Social Service Awareness
- Higher Order Thinking Skills.

Seminars being developed for the Middle School include:

- Middle School Origins
- Characteristics of Middle School
- Learning Styles
- Cooperative Learning.

Seminars being developed for the High School include:

- Classroom Management
- Grading Techniques
- Teacher Survival Kit
- Parent Conference Skills

Appendix E

Proposal for Revising Option II

A Graduate Program for Secondary Education

English/Mathematics/Science/Social Studies

This draft was recommended by the IUN Division of Education May 8, 1992, following several discussions with IUN faculty and school district personnel.

The proposal expands Option II to include:
full-time substitutes (Resident Substitutes) recommended by the school districts, and graduate students without school-system positions who will fulfill field experience requirements at existing UTEP PDCs.

The proposal also:
revises Option II course requirements, and
strengthens Option II entrance and exit requirements

Rationale

1. Apart from Option II as presently constituted, the only certification program offered by the IUN Division of Education for graduate students who are seeking teaching certification requires that students return to undergraduate studies and proceed toward certification in a program designed for non-degreed students. Students who have successfully completed a Bachelors Degree and who desire to teach in urban settings are not the same in preparation and experience, and do not have the same needs as emerging undrgraduates. This proposal is an exploration of a model for certification that may prove to be more efficient and effective than our current programs provide.

2. The present UTEP Option II program has been judged to have been successful for those who have completed, or who are completing it, but it has for a variety of reasons enrolled few students. Schools have been making every effort to reduce or eliminate limited license positions - the only entry point for the present Option II program. The lack of limited license positions in English and Social Studies has made it nearly impossible to admit persons with expertise in these areas to the Option II program. The current structure has provided no East Chicago Option II placements and only one in Hammond.

3. The anticipated need for teachers fully prepared to take positions in the major urban districts of Northwest Indiana, however, remains great. According to school district personnel officials, a large proportion of the teaching faculty or 700-800 teachers in Gary, Hammond and East Chicago, will be eligible for retirement in the next five years. It is important that we maintain our current ability to respond to expanding staffing needs through Option II; but it is even more important that we systematically develop additional ways of providing optimal training for others who will take the positions of retiring teachers in these urban settings.

4. The UTEP goals of certifying persons with bachelors degrees outside of education and enlarging the pool of qualified minority teachers through the Option II program are unchanged by this proposal.

5. This proposal will allow us to expand the field of applicants to include graduate level students who may be employed as "full-time" substitutes by cooperating school corporations as well as to other graduate level students, who though not presently employed full-time by the districts, desire to obtain appropriate, efficient preparation for certification and eventual employment in them.

6. A revision of Option II, with evening and summer graduate courses, should effectively train teachers for urban classrooms and serve as a model for a new "certification only route" for the IUN Division of Education.

Proposal

1. Categories and Limitations of Admission [new categories marked with an asterisk]

The Option II route towards certification shall be open to:

A. **Teaching Interns** with Limited Licenses (as is done now).

* B. **Resident Substitutes** (defined as classroom substitutes, who have been admitted to the Option II program, and who will be assigned to the same school building each day.)

(This term includes, but is not limited to, substitutes on long-term assignments.)

* C. **Other Graduate Students**

A maximum of 40 graduate students may be admitted to the Option II program each year.

Students may be admitted to the program as a Resident Graduate Student and later have their status changed to Teaching Intern or Resident Substitute as their job situation changes.

2. Admission to the Program: [new or revised requirements are marked with an asterisk]

Applicants for Option II shall:

- have a bachelors degree from an accredited institution with a GPA of 2.5 or better
- submit all official transcripts
- * **For English or mathematics certification: 30** credit hours in the teaching major with 12 of those credit hours at upper division levels.
- * **For science or social studies certification: 45** credit hours in the teaching major with **15** of those credit hours at upper division levels **and 18 credit hours within the primary subject area**
- successfully complete the National Teachers Exam (basic skills + subject matter sections).
- be admitted to the Division of Education graduate program(including a fee of $20.00).
- have a personal interview with the UTEP staff to demonstrate communicative skills, knowledge of and experience in urban settings, interest in urban teaching, and professional goals.

* • **be recommended by:**
  the UTEP staff, and
  the IUN professor responsible for the requisite content-area methods course.

Applicants who are teaching interns with limited licenses or have been appointed a Resident Substitute by one of the three participaing school systems shall also:

* • **be recommended by:**
  the personnel director of one of three participating school districts,

3. Course Requirements:

A. Content Area Course Requirements: (No change from current regulations.)

B. Education Course Requirements: [new, revised requirements are marked with asterisk]

Summer I

* L516 Advanced Study in the Teaching of Secondary School English Language Arts

Summer II

S512 Workshop in Secondary Education: Methods of Teaching in Urban Schools
P510 Psychology in Teaching

Fall Semester:

S508 Problems in Secondary Education: Content Area Methods in the Urban Classroom
Separate sections for English/Mathematics/Science/Social Studies

M501 Field Experiences (3 hrs)

Spring Semester:

P507 Testing in the Classroom

* M501 Field Experiences (3 hrs) or M480 Student Teaching (12 weeks)

Students will take M480 if they are not Interns with a limited license or Resident Substitutes with a long-term assignment

Summer I

H520 Education and Social Issues

Summer II

* K 505 Introduction to Special Education for Graduate Students

Totals:	**Interns/Resident Substitutes**	**Resident Graduate Students**
	21 hours coursework	21 hours coursework
	6 hours field experience	15 hours field experience
	27 hours total	36 hours total

Methods professors will tailor field experience requirements to fit the students' needs and parameters as has been done with previous Option II interns on Limited Licenses.

4. Practicum for Interns (No change from present program:)

Each Intern is a full-time teacher with a limited license in one of the Gary, Hammond or East Chicago schools. A Teacher-Advisor (mentor) is assigned to work with each intern for the duration of the school-year practicum. In addition to IUN coursework, interns meet weekly with the Option II Coordinator for a reflection seminar.

5. Practicum Requirements for Resident Substitutes:

1. Each Resident Substitute in the program will be assigned a Teacher-Advisor (mentor) who shall be a licensed teacher assigned to the school of residency. Whenever possible, Teacher-Advisors shall have been trained in Indiana's state mentorship program and shall be licensed in the same content area as the intern/substitute's. The Teacher-Advisor will be oriented to mentor the resident substitute appropriately.

   "**School of Residency**" is defined as a school to which a resident substitute has been assigned.

2. The recommending school district will make a committment for the substitute to be assigned as much substituting experience as possible at one school and within the substitute's content area. Instead of teaching full-time on limited license for one school year, each Option II Resident Substitute shall fulfill the following internship practicum requirements:

   - A minimum of 90 days of substituting in the assigned school of residency. (All subjects)
   - Substitute teaching in the content area of certification a minimum of 90 school days.
   - Completion of a minimum of 50 days of instruction in the subject area of proposed certification and in the assigned school of residency where the substitute, guided by the advice-and-consent of the regular classroom teacher or teacher advisor, is responsible for lesson planning and instructional delivery.

     These 50 days shall be contiguous and with the same regular classroom teacher.

     If the Resident Substitute is absent on account of illness, or other approved reason, days missed must be made up in the same classroom as is currently done in the student teaching program.

     Complete a set of field-practicum requirements such as lesson planning, lesson delivery, and evaluation of students. Such requirements will be adapted from the Objectives for Student Teachers (as found in the Student Teaching Handbook).
   - Attend weekly reflection seminars with the Option II coordinator.
   - Regularly reflect on his/her professional progress with the teacher/advisor, the building principal, and the university supervisor.

3. If, for any reason, a Resident Substitute cannot meet residency or course requirements while being employed as a substitute, the school system will release the substitute allowing him/her to conduct field practicum experiences or complete teaching requirements in the school of residency without pay, as would be done by any student teacher.

6. Practicum for Other UTEP Graduate Students:

Other UTEP Graduate Students will conduct all field experiences at a PDC, or other assigned school, in the same manner as UTEP undergraduates. Content-area methods course experiences will be conducted in the fall semester; P507 and student teaching will be conducted in the spring.

7. Retention Requirements:

- Regular attendance at approved Practicum experiernces.
  For Interns: Retention of a teaching position with a Limited License at a Gary, Hammond or, East Chicago public school.
  For Resident Substitutes: Retention of a Resident Substitute position at a Gary, Hammond or, East Chicago public school.
  For Other UTEP Graduate Students: Regular attendance at all field work assignments.
- Successful completion of UTEP coursework each semester (including summers)
- Maintenance of a 3.0 GPA for UTEP courses.
- Observation on a regular basis during the public school year by teacher/instructors, mentors, principals, and/or university faculty
- For the duration of the practicum, Option II students are expected not to enroll in university courses other than the UTEP education courses, except by special approval.

8. Exit Requirements:

- Successful completion of all Option II courses with a grade of C or better.
- Successful completion of all Option II practicum requirements.
- Successful completion of all State content area course requirements with a grade of C or better.
- A final grade point average of 3.0 for all graduate level courses.
- Successful completion of all required sections of the National Teachers Exam including the Professional Knowledge section.
- Satisfactory recommendations upon completion of program requirements:
  For Interns and Resident Substitutes: by the building principal and IUN faculty supervisor
  For Other UTEP Graduate Students: by the supervising teacher and IUN faculty supervisor

Appendix F: UTEP Postulates

- Urban settings and school systems are distinct in size, diversity, complexity, and age from other schools. The differences between urban and non-urban settings are often a matter of degree. Nonetheless a difference in degree in many factors may amount to a difference in kind. At the same time there are many resources counteracting the problems encountered in urban schools and communities. (Hodgkinson, 1991; Reed & Sautter, 1990)

- Strategies for teaching urban students are primarily pedagogical rather than curricular. Expectations, linguistic varieties, attitudes and other communication issues frequently distinguish the successful urban teacher. (Cuban 1989; Edmonds, 1977; Ladson-Billings, 1990)

- Multicultural Education is clearly the proper mode of presentation in urban settings. The ethnic and socioeconomic diversity in the community (students, parents and teachers) require multicultural teaching strategies in urban schools. These include not only global awareness, but the recognition of differences in values and interactional styles. (Banks, 1991; Levine & Lezotte, 1990; Pine & Hilliard, 1990; Sleeter & Grant, 1988)

- Higher level thinking skills need to be incorporated into the urban classroom to be as much a part of the urban curriculum as any other curriculum. Children who under-perform academically need accelerated, more creative and more intense learning, not remediation. (Leacock, 1969; Levin, 1989)

- Belief in human potential is imperative. All persons are capable of learning and developing. The focus of teaching is on capability, based on a person's current level of experience, skill and knowledge. This applies to both students and professionals. (Brookover, 1981; Cotton, 1989; Knapp, Turnbull & Shields, 1990; Levine & Lezotte, 1990)

- Solutions cannot be of a single kind, but must involve incremental change among all members and institutions. The improvement of urban education must be focused on problem identification and solution. Dialogue is to replace blame. (Pollard, 1989)

- Good teaching is good teaching everywhere. But bad teaching is particularly devastating in urban communities. Urban families and communities often have fewer resources supplement their children's education, placing more burden on the role of the school in the community (Druian & Butler, 1987)

- Theory and practice will meet in the classroom. Integrated coursework and field experiences enhance the development of urban teachers, through interaction among trainees, faculty, and master teachers, with input from parents and the community.

Appendix G

UTEP Knowledge, Abilities and Qualitites

Criteria for Entry Level Teachers

(In Faculty and TI Survey Form)

Directions for Completing the
Knowledge, Abilities and Qualities of Entry Level Teachers
Survey

Please feel free to add, delete, or critique these criteria as you indicate where they are covered in your courses or other student experiences. Please note that, as they are currently written, some are observable and others would only be evident by asking for a self-report. We may want to make all as observable as possible. We need to keep in mind how we will demonstrate delivery and how these criteria are assessed.

Please provide as much detail as possible. For instance, under I.A.1, "Provides general knowledge that a contemporary educated adult should have," please indicate whether "a" through "e" are included in your courses or experiences for students. I have left space between items so you have room to write. The back is empty so that you may continue writing there if necessary.

- Under "Course" (beside each criterion) indicate the course number for each course in which this criterion. (If a particular unit topic is relevant, you may wish to note it.)

- Under "Other Experience" (beside each criterion) indicate the name of a seminar or other non-course activity that students may be involved in.

- Under "How Assessed" (beside each criterion) please describe how you currently assess the criteria. If you need additional space to describe the assessment or to comment on possible assessment, please use the back of the page and label the item with its outline designations.

Thanks.

Knowledge, Abilities and Qualities of Entry Level Teachers

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
I. Content Knowledge			
A. Demonstrates appropriate knowledge of subject matter to be taught			
1. Possesses general knowledge that a contemporary educated adult should have			
a. possesses written and verbal communication skills			
b. has general and scientific understanding of the contemporary world			
c. is cognizant of current information on social and human events			
d. understands information sources and data manipulation technology, including understanding, skill, and adaptability in using and administering computer technology			
e. emphasizes attention to study skills and habits			
B. Commands knowledge and skills of appropriate content area subjects			
1. Possess knowledge appropriate for elementary teaching			
2. Possess specific knowledge for secondary teaching			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
II. Instructional Practice			
A. Demonstrates the ability to teach all students to learn recognizing the needs of urban students			
1. Understands theories of learning and can demonstrate the use of teaching/learning techniques and activities that are effective for individual, small group and large instruction			
a. communicates objectives: relates subject topics to existing student experiences; considers instructional levels			
b. stresses sequence: reviews previous material and shows how present topic is related to topics already taught or to be taught			
c. models effective use of language and demonstrates desired objectives			
d. gives directions that are clearly stated and related to learning objectives			
e. provides clear, firm and reasonable expectations and due dates			
f. provides relevant examples, hands-on approaches, practical			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
applications and demonstrations to illustrate and relate concepts to curriculum			
g. involves all learners: uses signaling, questioning techniques or guided practice to reach all students			
h. monitors: checks to determine if students are progressing toward stated objectives, modifies instruction and provides appropriate feedback			
i. exhibits appropriate pace and transitions			
j. encourages student responsibility for own learning and encourages independent practice			
k. dedicates attention to critical thinking and reasoning			
l. establishes closure: summarizes and fits what has been taught into context			
2. Can demonstrate the use of models of instruction for individual, small group and large group instruction			
a. uses teacher-centered (direct) instruction			
b. uses student centered and other forms of indirect instruction			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
c. uses problem solving techniques			
d. uses exploratory and cooperative learning			
3. Can demonstrate multiple ways of diagnosing student skills and needs			
a. understands the history and various uses of testing			
b. uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and tasks			
c. routinely uses oral, written and other work products to check all students' performance			
d. uses criterion referenced tests			
e. uses student self-evaluation, student-to-student and student-to-teacher evaluation			
f. uses teacher-made tests and teacher observation			
g. creates student profiles			

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	COURSE	OTHER EXPERIENCE	HOW ASSESSED
III. Multicultural Approaches			
A. Communication: Demonstrates an understanding of diversity and the ability to interact with students of many cultures			
1. Demonstrates respect, knowledge and the importance of cultural diversity			
a. accepts diverse lifestyles related to student home values and culture (n/o)			
b. recognizes and clarifies differences in values among students and between teachers and students			
c. differentiates between the effects of economic conditions and cultural characteristic (n/o)			
d. respects student diversity and special needs by using multiple learning styles			
2. Prepares lessons which reflect an awareness of students' cultural background and which demonstrate			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
a. positive identity and attitudes towards others b. a commitment to multicultural inclusion c. incorporation of student experiences and cultural content			
3. Treats all students in a fair and equitable manner a. demonstrates ability to apply knowledge of socio-economic differences in the classroom b. interacts effectively with a diversity of students, co-workers, parents and community members. c. demonstrates an understanding of verbal and non-verbal interaction d. demonstrates the ability to develop student language resources and link other languages and non standard dialects to academic English e. demonstrates an appreciation and concern for students as individual, and as member of the communities f. builds positive self-concepts among students and fosters an environment free of ridicule, stereotype and sarcasm			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
B. Global Awareness: Demonstrates knowledge of cultural groups and the ability to expand others' awareness of the world			
1. Demonstrates the ability to integrate multiculturalism across the curriculum with lessons about all human groups			
a. exposes students to ethnic and cultural facts through speakers, field trips, special events projects and commemorations			
b. reviews all instructional materials for multicultural content			
c. supplements curriculum with multicultural materials			
d. recognizes significant historical dates, events and contributions			
e. incorporates examples of ethnic cultural contributions into lessons on a regular basis			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
IV. Professional Knowledge			
A. Demonstrates the ability to orchestrate a learning environment			
1. Plans, organizes and utilizes materials and implements instruction for one week of lessons, and can establish general objectives for a longer period (unit or semester)			
a. maximizes time on task; uses minimum time for non-instructional routine			
b. assesses effectiveness/relevancy of plans and revises accordingly			
c. demonstrates flexibility and creativity in the design and implementation of lesson plans and materials			
2. Establishes rapport with students and provides a pleasant and orderly climate for learning			
a. understands use of space, seating, mobility and adjusts environment to appropriate instructional needs			
b. arranges for students with special needs			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
c. gets students on task quickly at the beginning of the instructional activity			
d. circulates during student activities to assist and evaluate all students' performances			
3. Demonstrates ways of presenting rules, expectations and positive and negative consequences to the total class:			
a. provides clear classroom rules and guidelines			
b. gives students specific tasks to perform in classrooms			
c. has students evaluate their behavior regularly			
d. actively monitors the behavior of students during instructional activities and during transitions between activities			
e. clearly defines expected behavior (to encourage positive behavior and control negative behavior)			
f. stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
B. Demonstrates an interest in discovering meaningful community resources			
1. Demonstrates knowledge of local demographics, cultural influences, history, and educational resources, and incorporates them into instructional plans			
a. demonstrates a knowledge of programs and community organizations that work for families, within or outside the school			
b. uses a variety of available human and material resources, such as role models and leaders as speakers to motivate students and support the instructional program			
c. uses the facilities of local museums, libraries, universities, historical and zoological societies			
C. Demonstrates the ability to function within the organization and intent of public education			
1. Demonstrates an understanding of and willingness to implement school procedures			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
a. uses materials and resources effectively and efficiently			
b. maintains school and district policies			
c. supports school activities and programs			
2. Fulfills staff duties and other requirements			
a. demonstrates ability to keep records of student activities and work			
b. participates actively in school functions			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
V. Knowledge of the Learner			
A. Demonstrates the belief that all children can learn			
1. Demonstrates the ability to identify individual differences			
a. understands and demonstrates psychological differences in students and their development			
b. understands social differences in students, based on gender, class and ethnicity, but does not stereotype individuals			
c. understands academic differences			
2. Has high expectations for all students			
a. believes all students can learn			
b. understands the importance of developing a relationship with each student in the classroom			
100			100

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
3. Can use student strengths and weaknesses to structure lessons			
a. integrates students' interests into lesson			
b. creates lessons which address the variety of learning styles			
c. provides opportunities for students to share something of personal importance			
d. provides regular feedback on class work and assigns homework			
e. provides parents with feedback on student accomplishments as well as concerns			
4. Can demonstrate on-going modification of lessons for mainstreamed or at-risk students			
a. provides time for individual conferences			
b. provides peer tutors			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
5. Demonstrates management strategies with an individual problem or student:			
a. uses knowledge of cultural, socioeconomic and family environment to seek assistance and intervention			
b. makes appropriate referrals when necessary			
c. can interact with other professionals for student intervention			
d. plans alternative behavior plans with students			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
VI. Human Relations			
A. Peers: Demonstrates a regard for others opinions, experiences and responsibilities			
1. Uses other teachers and staff as resources and demonstrates an openness to ideas and suggestions			
a. engages in team planning for interdisciplinary teaching			
b. develops a working relationship with school support staff and understands their responsibilities			
c. shares responsibilities and demonstrates a willingness to work in groups			
d. participates in team evaluations			
e. works with others on school committees			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
B. Parents: Demonstrates a desire to build a positive support system for the child's benefit			
1. Plans and participates directly with parents in school events			
a. encourages parents to act in partnership for child's education			
b. attends events in which students and parents participate, such as open house events, sports, plays and recitals			
2. Holds successful parent conferences that encourage parental feedback and provides positive advice about the child			
a. works cooperatively with parents to resolve problems			
b. provides examples of achievement and good work by the student			
3. Demonstrates a willingness to communicate with parents on matters relating to their child			
a. telephone, written communiques (other than progress report) relating to their child			
b. home visits			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
VII. Moral/Ethical Dimensions			
A. Demonstrates attitudes and behavior appropriate to teaching as a profession			
1. Understands and models the moral dimensions of teaching			
a. creates a climate that encourages, exemplifies and makes explicit the values of democracy and social equity that underlie public education			
b. values mutual respect and non-violence to others at all times, in treatment of content, personal interaction and vision of schooling			
c. engages in behavior and follows procedures to discharge the legal responsibilities and obligations of the teaching profession			
B. Displays leadership, judgement and dependability: Makes sound decisions and exemplifies professional behavior			
1. Exercises professional judgement as a manager of activity and a person with power over the lives of children			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
2. Demonstrates potential as a mentor for students and colleagues and a role-model for the profession of teaching			
a. possesses the group dynamics and communications skills to lead and facilitate groups of students and peers			
3. Demonstrates professionalism through:			
a. spoken and written communication			
b. adherence to school expectations regarding time and attendance			
c. appropriate dress			
d. peer interaction			
C. School Administration and Regulations: Demonstrates the ability to function within the organization and intent of public education			
1. Works within and has an understanding of state and central office guidelines			
a. follows state and local curriculum guidelines			
b. abides by legal and professional requirements			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
VIII. Professional Development			
A. Unions: Demonstrates a knowledge of the support structure which exists to protect teachers' rights			
1. Understands the professional role of teacher unions and organizations			
a. demonstrates a working knowledge of the teachers' contract as it relates to job description and responsibilities			
b. obtains information regarding current union activities			
B. Self Analysis and Evaluation Skills: Demonstrates an openness and acceptance of the thoughts and suggestions of others			
1. Participates in evaluation sessions with peers and mentors			
a. can share openly and accept criticism			
b. can successfully critique a series of lessons or classroom activities			

	COURSE	OTHER EXPERIENCE	HOW ASSESSED
c. observes others, live or on video, and evaluates using positive feedback			
d. with the aide of another, evaluates own performance			
e. plans and implements follow-up lessons as suggested by mentor			
C. Planning and Implementing Professional Development: Demonstrates a thoughtful appraisal of what is necessary to become a successful urban teacher			
1. Pursues a course of independent study of current educational thought and techniques			
a. seeks out and uses current educational thought and innovative techniques			
b. reads appropriate educational material from a wide range of sources			
c. attends conferences to keep current and to interact with professionals			
2. Demonstrates inquiry and reflection continuously to create a more effective classroom			

Appendix H: Dissemination

Replication

UTEP has begun dialogue regarding replication of its innovative approach to teacher preparation, both the professional development school site-based (Option I) and graduate in-service (Option II) components.

Indianapolis: Site visits from a developing collaboration among the University of Indianapolis, Martin University of Indianapolis, Indianapolis Public Schools and the Indianapolis chapter of ISTA and devoloping dialogue over 1991 and 1992 have advanced the possibility of a UTEP-modeled project in the state's largest urban area.

South Bend and Elkhart: A visit in 1991 and continuing discussion with IUSB and school personnel from two north central Indiana districts have kindled interest in replication of the UTEP concept among a regional campus of IU and other medium size cities

State of Indiana: Through a planning grant from the Education Commission of the States, a group of teacher educators and stakeholders in teacher preparation have met over the past 15 months to discuss relevant changes in teacher preparation for Indiana. The UTEP Director serves on the Steering Committee and chairs the Curriculum committee of the planning group. The UTEP experience has been valuable in defining the process to achieve change and the substance of teacher education renewal.

North Central States: Through on-going dialogue with former UTEP staff at the North Central Regional Education Laboratory and other NCREL personnel, UTEP has participated in dialogue regarding teacher preparation. A conference, Collaboration for Urban Teacher Preparation, is being planned by UTEP for November, in conjunction with NCREL, Milwaukee and Chicago consortia.

Other Connections: Through professional conferences, visits and correspondence, UTEP ans made connections with school-university efforts for teacher preparation in Pittsburgh, Rochester, Baltimore, Phoenix, San Antonio and the State of New York. The dialogue has consistently centered on the need for institutional commitment (rather than individual) and equal status for all participants.

Publication

The Fall ***UTEPIAN TIMES*** (October 1991) was issued; Spring (May 1992) is in press.

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Papers and Drafts

Attinasi, J. and Pamela Sandoval. "Development of a Pre-service Curriculum for Urban Teaching: The Case of Northwest Indiana's UTEP." Annual **AACTE** (American Association of Colleges of Teacher Education) Meeting (San Antonio, Feb. 26, 1992).

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Sandoval, P.A. "Mother's Age at First Birth and College Success." Paper presented at **AERA**, (the Annual Meeting of the American Education Research Association, April 20-24, 1992 San Francisco., CA).

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Schoon, K. "Misconceptions in the Earth Sciences: A Cross Age Study," submitted to the ***Journal of Geological Education***.

Schoon, K. "Tree Identification in the Urban Midwest," a computer program designed to help elementary/junior high students identify urban trees.

Schoon, K. & Whelan, J. "A Consortium for Teacher Education: Northwest Indiana's Urban Teacher Education Program," Regional V Conference. Great Lakes: Great Schools Through Partnership and volunteerism April 1-3, 1991, Cleveland, OH.

Presentations

Attinasi, John. "Connecting Themes in Urban and Rural Education," closing address for the North Central Regional Education Laboratory's Rural/Urban Schools Action Project conference (Oak Brook, IL, August 11, 1991).

Attinasi, John. "500 Years of Cultural Encounter: Rethinking the Legacy of Columbus." Hispanic Heritage Keynote presented at Northeastern Illinois University (Chicago, September 24, 1991).

Attinasi, John. "Urban Teacher Education Project: The development of a collaborative curriculum for training tomorrow's teachers." Presented at Middle Grades Improvement Project -with Janette Whelan- (Indianapolis, October 2), ATE-I Turkey Run Conference (October 21) and the American Federation of Teachers QuEST Education Conference (Gary, October 25). Each presentation differed in approach appropriate to the audience.

Pamela Sandoval. "Who Says Some Children Can't Learn" presented with Janette Whelan at the Gary Teacher's Union 1991 Education conference Oct. 24, 1991, Gary, IN.